

# Oswaldtwistle West End Primary School

## Inspection report

---

<b>Unique Reference Number</b>	119188
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	395532
<b>Inspection dates</b>	9–10 May 2012
<b>Lead inspector</b>	Jane Millward HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Downham
<b>Headteacher</b>	Janet Aspinall
<b>Date of previous school inspection</b>	19 September 2006
<b>School address</b>	Aspen Lane Oswaldtwistle Accrington BB5 4QA
<b>Telephone number</b>	01254 234584
<b>Fax number</b>	01254 393813
<b>Email address</b>	head@westendcps.lancs.sch.uk

---



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



---

## Introduction

### Inspection team

Jane Millward  
Steve Rigby

Her Majesty's Inspector  
Additional inspector

This inspection was carried out with no notice. Fourteen lessons were observed taught by 10 teachers. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. Meetings were held with groups of pupils, the Chair and vice-chair of the Governing Body and members of staff. Inspectors observed the school's work and looked at a range of documentation, including the school development plan, pupils' work, progress data, minutes of governing body meetings, attendance data and safeguarding records. They analysed 106 inspection questionnaires completed by parents and carers and those submitted by pupils.

## Information about the school

Oswaldtwistle West End is smaller than the average-sized school. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils from minority ethnic backgrounds is lower than the national average, as is the proportion of pupils who speak English as an additional language. The proportion of disabled pupils and those with special educational needs is in line with the national average. The majority of pupils are from a White British heritage. The school meets the current floor standard, which sets the minimum expectations for pupils' attainment and progress. Since the last inspection a new deputy headteacher has been appointed.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

### Key Findings

- Oswaldtwistle West End is a satisfactory school. It is a highly inclusive, welcoming school where pupils feel safe. The school has strengths in relationships between staff and pupils and the care it provides for pupils, including those whose circumstances may make them vulnerable. It is not a good school because pupils’ achievement and the quality of teaching are inconsistent. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils enter school with skill levels which are broadly in line with those expected for their age. They leave the school having attained broadly average standards in reading, writing and mathematics. This demonstrates pupils’ satisfactory progress. Some pupils make good progress and achieve well. However, some pupils do not achieve enough due to teachers’ expectations not being high enough. This is particularly the case for the most-able pupils.
- Teaching is variable across the school. Some teachers challenge pupils effectively and use questioning to develop their understanding and skills. However, this is not applied across all classes and subjects consistently. In some lessons opportunities are missed to challenge pupils and marking does not guide pupils to their next steps in learning.
- Attendance rates are above average and pupils enjoy coming to school. No pupils have been permanently excluded from school and no pupils are persistently absent. They feel safe and behaviour is good. They are extremely polite and courteous. Pupils’ understanding of how to keep themselves safe and their knowledge of cyber-bullying is good.
- Senior leaders have monitored and evaluated classroom practice and instigated training to improve the quality of teaching. They have used performance management procedures to set appropriate targets for staff to secure improvement. Pupils’ progress is checked regularly, through recently improved tracking procedures. However, leaders recognise that refinement is needed to the evaluation of the school’s work to secure further improvement.

## What does the school need to do to improve further?

- Raise attainment and improve rate of progress in reading, writing and mathematics by:
  - ensuring pupils consistently know how to improve in all subjects through effective marking of their work
  - tailoring activities so that they are better matched to pupils' needs
  - using assessment data better to plan for pupils' next steps in their learning
  - ensuring a consistent approach to teaching and learning.
- Improve the quality of teaching and learning by:
  - ensuring teachers have high expectations of what pupils can achieve, especially the more able
  - providing a relevant and interesting curriculum with opportunities to link subjects
  - developing activities that encourage independence and interaction
  - making better use of information and communication technology (ICT).
- Improve leadership, management and governance by:
  - developing systems and procedures to assess actions taken to improve the impact of teaching on pupils' learning and outcomes
  - ensuring monitoring and evaluation are rigorous and regular, leading to a better overview of pupils' achievements
  - ensuring governors further hold the school to account.

## Main Report

### Achievement of pupils

Pupils make satisfactory progress over time and achieve broadly average standards in reading, writing and mathematics. They are keen to learn and persevere with tasks until they achieve success. They enjoy the work teachers set and become confident learners who are willing to take risks. Good attitudes to learning are commonplace across the school. In the Early Years Foundation Stage children worked well together to make a den outside. Good levels of cooperation ensured the activity was successful. In a Year 5 guided reading session pupils enjoyed discussing a range of texts about football to determine the difference between fact and opinion.

Most pupils feel they learn a lot in lessons and almost all parents and carers who responded to the questionnaire said their child made good progress at this school. As one parent stated, 'since my child started school, I cannot put in words how amazed I am with the progress she has made, it is wonderful.' Inspectors, however, found progress to be satisfactory overall.

Children start school with skills broadly in line with those expected for their age group. They are now beginning to make better progress in the Early Years Foundation Stage and enjoy a variety of activities. These encourage cooperation and independence. As one parent with a Reception-aged child stated, 'the school supports and encourages the child's individual learning and will aid progression to the child's needs. It demonstrates a positive, holistic approach to learning!' Pupils' books, lesson observations and the school's own assessment information show that, across the school, pupils are making securely satisfactory progress,

although progress in reading and writing is better than in mathematics. There are no significant differences in attainment or progress between different groups of pupils. Disabled pupils and those with special educational needs make commensurate progress to their peers due to targeted support and a programme of interventions. The improved tracking procedures support staff in knowing when pupils are beginning to fall behind. As a result, they are now better placed to help them catch up. Useful pupil progress meetings, initiated by the deputy headteacher, ensure greater accountability by teachers for the progress of all pupils in their class.

Attainment in reading at the end of Year 2 and Year 6 is in line with national expectations. Most pupils say they enjoy reading and a systematic programme to teach phonics (the sounds that letters make) is in place. Pupils show an awareness of how to segment and blend words and regular assessments are made on what pupils have achieved. Pupils say they sometimes have stories read to them. This irregularity results in younger pupils having a limited knowledge of authors.

### **Quality of teaching**

The quality of teaching is satisfactory overall, but is variable across the school. All parents and carers who responded to the questionnaire agree that their children are taught well at school and that they are helped to develop skills in communication, reading, writing and mathematics. Inspectors found teaching to be satisfactory overall due to the inconsistent approach to teaching and learning across the school. Calm and purposeful learning environments result in pupils' positive attitudes to learning. Confident learners enjoy activities and positive relationships prevail. In the more effective lessons teachers probe pupils' understanding and opportunities for pupils to achieve their targets are evident. Teaching assistants are deployed in a meaningful way to ensure all pupils can access learning fully and they guide pupils' learning. Cooperation skills are promoted well, resulting in pupils supporting each other; for example, when hearing Year 1 readers, one pupil pointed out to another, 'remember your full stops!' However, these approaches are not consistent across the school. In some lessons teachers do not always have high enough expectations, which results in activities set which do not always match what pupils are capable of achieving. Teachers do not always provide sufficient opportunities for independent learning and a lack of interaction between pupils slows the pace of learning. In some lessons ICT is used to promote learning and enhance the quality of teaching; for example, in a Year 6 lesson pupils watched a video extract from Anne Frank's diary when writing their own diary entry. However, in some cases, ICT is not used enough.

Relationships in lessons are very good, both between pupils and between pupils and adults. This contributes strongly to pupils' developing confidence and further supports their spiritual, moral, social and cultural development. Learning develops pupils' ability to show consideration and to appreciate others' points of view. Pupils with a disability or special educational needs enjoy lessons which are often supported by teaching assistants.

Marking of pupils' work is inconsistent across the school. In some cases pupils are guided in how to improve their work, especially in literacy. However, often marking simply affirms the efforts of pupils. Assessment data are not always used to plan for pupils' next steps in their learning.

---

## Behaviour and safety of pupils

Pupils are very polite, courteous and interested in the views of others. They get on well with each other and enjoy school life. Expectations of pupils' behaviour are high and the inspectors observed pupils behaving extremely well. All parents and carers who returned the questionnaire consider their children are safe in school and the vast majority agree that there is a good standard of behaviour both in lessons and around school. As one parent stated, 'there is an expectation that children will behave well.' No pupils have been excluded from school and no racist incidents have been recorded. They have a good understanding of the dangers of the internet and posters around school continually remind pupils how to be safe when using the internet. Pupils demonstrate an awareness of risk and unsafe situations.

Staff share a consistent approach to behaviour across the school. As a result, the vast majority of pupils say they feel safe. The school tackles all types of bullying seriously, although incidents are rare. Pupils are confident that they know who to turn to if a problem arises and they know problems will be sorted out if they raise a concern. One parent commented, 'there have been a couple of occasions when I have contacted the school about some concerns. I am pleased to say the school acted quickly, professionally and kept me informed of the actions they have done to make right my concerns.' There is, however, little monitoring of incidents of poor behaviour by senior leaders.

Attendance is above average and the school uses a range of positive strategies to encourage pupils to come to school regularly. No pupils are persistently absent and pupils come into school punctually.

## Leadership and management

Senior leaders have improved systems in school to bring about change. For example, improved tracking procedures result in a better understanding of pupils' achievements for all staff. A development plan has identified appropriate priorities to secure future improvement and the monitoring of teaching and learning is taking place. This includes lesson observations, scrutiny of pupils' work and planning scrutiny. Clear criteria are used to identify strengths and areas to develop. However, monitoring and evaluation procedures are not rigorous enough and a cycle of monitoring does not inform regular evaluation of the quality of provision or the impact of teaching on learning and progress. The leadership structure is beginning to have an impact across the school and leaders' vision is communicated well across the school community. This provides the school with satisfactory capacity to improve further. Teachers are held to account for the progress being made by pupils and professional development opportunities are used to improve teaching.

Members of the governing body are committed to the school. They are beginning to hold the school better to account and have some awareness of levels of pupils' achievements. Links between governors and teaching staff are developing and members of the governing body are keen to develop aspects of accountability. At the present time they are not sufficiently ensuring that the leaders in school bring about change leading to improved outcomes for all pupils. Middle leaders have a consistent approach to leading their subject areas. They monitor provision. However, they have a limited knowledge of achievement across the school. Aspects of their work are not embedded and subject leaders are not involved enough in all areas of school improvement.

The school's arrangements for safeguarding pupils meet statutory requirements and leaders promote equality and tackle discrimination. The school council has recently discussed the meaning of equality and the school has been awarded the race equality mark. Leaders ensure there is good provision for disabled pupils and those with special educational needs. Good links with external agencies are used well to overcome any barriers pupils face in their learning.

The school's curriculum contributes to pupils' satisfactory achievement and to their spiritual, moral, social and cultural development. The curriculum meets the needs of learners and a range of enrichment activities are well received. However, the curriculum does not take into account the interests of all pupils sufficiently and subjects do not link together enough. This results in a curriculum that sometimes lacks purpose and relevance. Senior leaders acknowledge that work needs to be done to make the curriculum more interesting and ensure pupils' skills are systematically developed.

The school has promoted links with parents and carers and they highly value the work of the school. A useful website is maintained by the school, with newsletters, curriculum coverage for all classes, policy documents and links to learning sites. Almost all parents and carers think the school keeps them well informed.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



11 May 2012

Dear Pupils

**Inspection of Oswaldtwistle West End Primary School, Accrington BB5 4QA**

Thank you for welcoming the inspection team to your school recently. We learnt a lot from listening to you read, watching your lessons, looking at your work and talking to you about your school. As you know, we came to see how well you were doing and what you said helped us with our findings.

Oswaldtwistle West End is a satisfactory school and we could tell that you are proud of your school. You feel safe in school and you know who to turn to if you have a problem. We agree that your teachers take good care of you. Your achievement is satisfactory and you enjoy learning. The headteacher, teachers and governing body are committed to doing their best to make sure that the school keeps getting better.

It is our job to find out how schools can do even better. We have asked your headteacher, teachers and the governing body to work on three things in particular:

- to raise attainment and improve your progress in reading, writing and mathematics
- improve the quality of teaching and learning
- improve the quality of leadership and management.

We know that you will want to help in every way you can, so please continue to try hard in lessons. We wish you every success in your education.

Yours sincerely

Jane Millward  
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).