

Colne Lord Street School

Lord Street, Colne, Lancashire, BB8 9AR

Inspection dates 31 January–1 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching in some lessons is not good enough. Teachers sometimes plan work that is too easy or too hard for pupils. There are too few opportunities for pupils to work by themselves and there is an overuse of worksheets.
- The marking of pupils' work is not consistently good in all classes or subjects. As a result, not all pupils know how to improve their work.
- Teachers do not always make the best use of teaching assistants throughout the lesson.
- Teachers are not fully held to account by senior leaders for whether all pupils in their class are achieving as well as they should.
- Pupils' progress in reading, writing and mathematics is not good enough as it is uneven, with good progress in some classes and not in others. Not enough pupils reach the higher levels and pupils do not have enough opportunities to use their mathematical skills in other subjects.
- The outcomes of plans to improve the progress of pupils are not always clear or measurable.
- Subject leaders are not making sufficient checks so as to improve the quality of teaching and pupil progress in their areas.

The school has the following strengths

- This is a very caring and welcoming school with a positive climate for learning.
- The headteacher, senior leaders and governors are fully committed to improving the school and teamwork and staff morale are strong.
- Improvements have been made since the last inspection in attendance and the quality of teaching. Attainment at the end of Year 2 and Year 6 is rising.
- Children in the Early Years Foundation Stage get off to a good start.
- High-quality, positive relationships support pupils' eagerness to learn and good and sometimes outstanding behaviour. Pupils feel safe.

Information about this inspection

- Inspectors observed 21 lessons or part lessons. In addition, inspectors made a number of other short visits to lessons, observed teaching assistants working with small groups and scrutinised pupils' work. They also observed pupils at playtime and lunchtime.
- Inspectors talked to pupils in lessons about their work, listened to pupils read and talked to groups of pupils from Key Stages 1 and 2.
- Meetings were held with staff, members of the governing body and representatives of the local authority. Inspectors also took account of 26 responses to a staff questionnaire.
- Inspectors observed the school's work and scrutinised a wide range of documents including the school's development plans, data on pupils' past and current progress, minutes of governing body meetings, information on how well staff are performing and records relating to behaviour, attendance, child protection and safeguarding.
- Inspectors took account of 11 responses to the online questionnaire (Parent View).

Inspection team

Chris Maloney, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Dave Blackburne

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- Almost all pupils are from White British backgrounds.
- An above average proportion of pupils are eligible for the pupil premium, which provides additional funding for looked-after children, pupils known to be eligible for free school meals and those from service families.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A breakfast and after-school club is provided by the school which are inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - making sure that teachers use what they know about pupils abilities to plan work that is at the right level, neither too easy or too hard, for all pupils, especially the more able
 - improve the quality of marking and guidance given to pupils so that they have a clear understanding of how to improve their work and time to respond to the advice they receive
 - reducing the use of worksheets, so that pupils have more opportunities to work things out for themselves and explain their ideas in writing and how they have solved problems set for them
 - ensure that the skills of teaching assistants are used well throughout the whole lesson.
- Raise attainment and accelerate progress further by:
 - providing more opportunities for pupils to apply their mathematical skills in different ways across subjects
 - providing more opportunities for pupils to work by themselves, especially the more able
 - increasing the proportion of pupils reaching the higher levels, particularly in mathematics.
- Strengthen leadership and management further by:
 - ensuring the intended outcomes of plans to improve the progress of all pupils are clear and measurable
 - ensuring senior staff and governors rigorously hold teachers to account for the progress of all pupils in their class
 - developing the role of subject leaders in checking on the quality of teaching and pupil progress and taking prompt action to bring about improvement.

Inspection judgements

The achievement of pupils

requires improvement

- Children start school with skills and abilities that are generally below those typically expected for their age, but with increasing numbers showing weaknesses in their communication, language and literacy and their personal, social and emotional development. They get off to a good start in the Reception classes because they are taught well and helped to settle quickly. Children make good and sometimes outstanding progress in all areas, especially in their early reading skills and their personal and social development. They enter Year 1 with skills and abilities similar to and sometimes above those typically found for children of their age.
- Following a rise to national average standards in Year 2 in 2011, attainment dipped sharply in reading and mathematics in 2012, to significantly below average overall. In addition, not enough pupils reached the higher levels in reading, writing or mathematics. Progress in Years 1 and 2 is patchy, but stronger in Year 2. However, the current progress data and work in pupils' books in Years 1 and 2 show that progress is increasing and attainment rising.
- Attainment at the end of Year 6 rose in reading, writing and mathematics in 2012. Nevertheless, it was still significantly below the national average and not enough pupils reached the higher levels. Year 6 pupils made particularly impressive progress resulting in all pupils making expected progress in English and nearly all in mathematics. Good numbers of these pupils exceeded expected progress in both subjects. Progress increased throughout Key Stage 2 last year in reading, writing and mathematics and is continuing to improve. However, not enough pupils are consistently making good progress in each class.
- Although the school has been successful in providing pupils with more real-life, problem-solving activities in mathematics lessons, pupils do not have enough opportunities to use their mathematical skills in other subjects. Pupils, especially the more able, are not given enough opportunities to work on their own and this is limiting the progress they make.
- Children receive good-quality teaching of phonics (the regular practising of linking letters and sounds) in the Early Years Foundation Stage and this helps them to make good progress. The Year 1 check on pupils' use of phonics showed attainment was below that seen nationally in 2012. However, the school has made improvements to the teaching of reading skills in Key Stages 1 and 2. Pupils are keen and enthusiastic and read with increasing fluency and confidence as they move through the school. Current Year 6 pupils are showing attainment close to the national average.
- Progress in writing is improving due to pupils being given more opportunities to build their skills as they write for different purposes in other subjects.
- Disabled pupils and those with special educational needs receive good support from skilled staff. Their needs are identified early and regularly reviewed. This is enabling them to make similar progress to others in the school.
- The progress of pupils eligible for the pupil premium funding, including those eligible for free school meals, is similar to other pupils in school. The gaps between the attainment of different groups are closing. This reflects the school's work in ensuring all pupils have equal opportunities to learn and succeed.

The quality of teaching

requires improvement

- Although there is much teaching that is good and occasionally outstanding, it is not consistently good enough across the school, resulting in pupils not always achieving as well as they should.
- In weaker lessons, teachers use worksheets far too often. This limits pupils' opportunities to practise and develop their presentation skills and their ability to explain logically how they solve problems, especially mathematical ones. Teachers do not always plan work that stretches pupils of all abilities, especially the more able. The marking of pupils' work is inconsistent. Pupils are not always given enough information about how to improve their work or opportunities to act on the advice given. Teachers do not consistently make the best use of teaching assistants

throughout lessons to help pupils with their work.

- Teachers and support staff know their pupils well and build extremely positive and caring relationships.
- In the most effective teaching, teachers show good subject knowledge and use skilled questioning. They use the information on how well pupils are progressing to plan work that matches their needs and abilities, especially the more able. Skilled teaching assistants help pupils to learn quickly and build up their skills. Pupils particularly benefit from the skilled use of equipment such as tablet devices and the interactive whiteboards.
- These lessons involve activities that help to motivate pupils and give them opportunities to work independently. The teachers ensure pupils are clear about how to improve their work.
- In an outstanding mathematics lesson seen, Year 6 pupils of all abilities made rapid progress because the teacher planned activities that suited their abilities and 'stretched' their thinking. Pupils worked on their own and with partners, using practical resources to investigate probability in real-life problem solving. Throughout the lesson, the teacher checked on how well pupils were learning and used his excellent subject knowledge and skilled questioning to stimulate and motivate highly successful learning.
- This good quality teaching is evident in many lessons but it is not yet consistently seen in all.

The behaviour and safety of pupils are good

- Their good behaviour helps pupils to learn well. They also behave well outside of lessons and play happily and safely together.
- Pupils are polite, respectful and work hard. They enjoy school and are keen and eager to learn. This is reflected in their rapidly improving attendance, which is now above the national average. A typical pupil view is, 'I like school because every day you find something out that you didn't know before.' Pupils are proud of their school and speak highly of the strong and trusting relationships they have with staff.
- When teaching is at its best behaviour is good and sometimes outstanding. However, when teaching is not good some pupils lose concentration and this hinders the progress they make.
- Pupils are very caring toward each other and respect the cultures and backgrounds of others.
- Pupils have a good understanding of the different forms that bullying may take, including bullying as a result of prejudice and cyber bullying. They say that bullying is rare but any incidents are dealt with effectively by staff. Teachers and support staff manage behaviour well.
- Pupils make a good contribution to the everyday life of the school, especially through the school council. Pupils have made improvements to play facilities, such as introducing a climbing wall and obstacle course. They also enjoy helping out with the school salad bar.
- Pupils feel safe in school and have a good understanding of how to keep themselves both healthy and safe.
- Parents who responded to the questionnaire, Parent View, think that behaviour at the school is good and that pupils are kept safe. Pupils and staff agree.

The leadership and management requires improvement

- The headteacher, ably assisted by other senior leaders and governors, has successfully led and managed a number of improvements since the last inspection. Staff and governors work well together and share a common purpose to improve the school further.
- Improvements have been made in the attendance of pupils by raising its importance, more closely checking on individuals and families, and through better communication and rewards.
- There have been some successful changes to the Early Years Foundation Stage including improvements to the quality of teaching. As a result the progress of children has improved.
- Senior leaders and governors have ensured that the school has detailed plans aimed at improving the achievement of all pupils and the quality of teaching across the school. However,

these are not precise enough to help bring about the improvements needed because their impact on pupils is not always clear and measurable.

- Teaching is observed by most senior staff and some good training is being provided for teachers, especially through the opportunity to view good and outstanding teaching in a partner school provided through the local authority and the National College for School Leadership. This is leading to improvements in the quality of teaching.
- The progress of different groups of pupils across the school has been checked more often recently and systems are in place to check how well teachers are performing. However, senior leaders need to hold teachers more rigorously to account for the progress of all pupils in their class not just specific groups.
- Subject leaders are keen and eager to contribute to moving the school forward. However, they are not all sufficiently involved in checking on the quality of teaching and pupil progress in their areas so they can take prompt action to make improvements where needed.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well and is enriched with musical instrument tuition, a wide range of clubs, out-of-school activities and the teaching of French. Many pupils play in the highly acclaimed brass orchestra.
- Safeguarding arrangements meet statutory guidance and rigorous checks are made on all staff and visitors to help keep pupils safe.
- The vast majority of parents are supportive of the school and would recommend it to others.
- The local authority has provided good quality support and guidance since the last inspection which has helped the school make improvements to the quality of teaching and raise the attainment of pupils.
- **The governance of the school:**
 - The governing body is supportive of the school and fully committed to helping it improve. Governors know about the quality of teaching, the data on pupil progress and areas where the school needs to improve further. Governors have used the pupil premium well to provide additional support and check that it is having a positive impact on the achievement of the pupils it is intended for. Members of the governing body frequently visit the school to gather information in addition to what they receive from staff and the local authority. This helps them to hold the school to account. Although governors are fully involved in the performance management of the headteacher and in ensuring good teaching is rewarded, they need to be more rigorous in holding all teachers to account for the progress of pupils. They ensure that safeguarding arrangements meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119171
Local authority	Lancashire
Inspection number	405837

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	311
Appropriate authority	The governing body
Chair	Michael Speak
Headteacher	Gary McKeon
Date of previous school inspection	4 April 2011
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