

Anderton Primary School

Babylon Lane, Adlington , Chorley, PR6 9NN

Inspection dates 12–13 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in both English and mathematics. The percentage of pupils reaching the expected levels is above the national average.
- Pupils get off to a good start in the Reception class and they make good progress in their first year in school.
- Teaching is consistently good. Teachers' marking helps pupils to improve their work and is particularly effective in the teaching of writing.
- Pupils have lots of opportunities to work on their own and discuss their learning with each other. This makes a significant contribution to their achievement.
- In mathematics lessons teachers plan interesting problems and investigations for the pupils to solve.
- Pupils enjoy coming to school. They display outstanding attitudes towards learning and their behaviour is exemplary.
- Pupils have an excellent understanding of safety-related issues. Attendance is high, lateness is rare and pupils feel very safe.
- Senior leaders and governors have a very accurate understanding of how well the school is doing and what they need to do to improve. Checks made on the quality of teaching and the analysis of information on achievement has brought about a significant improvement in all aspects of the school's work.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching throughout the school.
- Teachers do not use all of the information they have about pupils to set work at the correct level which would enable them to make more rapid progress.
- The school does not have enough pupils making better than expected progress in reading, writing and mathematics.
- Pupils are not as clear about their learning targets in mathematics as they are in English.

Information about this inspection

- The inspectors observed 15 lessons or parts of lessons taught by eight teachers.
- Inspectors listened to pupils read and looked at pupils' exercise books.
- Discussions were held with the Chair of the Governing Body, a representative of the local authority, senior leaders and other staff and pupils.
- Inspectors looked at the school's documentation to gain an accurate view of its performance, safeguarding information, the school development plan, minutes of governing body meetings, behaviour records and displays around school.
- Inspectors looked at the ways in which the school checks the progress of pupils.
- Inspectors evaluated Parent View (the online questionnaire), and the questionnaires returned by staff.

Inspection team

Desmond Stubbs, Lead inspector

Additional Inspector

Kirsty Haw

Additional Inspector

Full report

Information about this school

- This school is a smaller than the average-sized primary school.
- Pupils are predominantly White British.
- The proportion of pupils supported through school action is well below the national average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is well below the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for children in local authority care, those known to be eligible for free school meals and the children of forces families) is below the national average. In this school the pupil premium applies only to pupils known to be eligible for free school meals.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in English and mathematics so that more pupils, in all year groups, make better than expected progress by:
 - ensuring teachers use assessment information to plan lessons with work which matches their needs to enable pupils to make more rapid progress
 - making sure pupils are aware of their learning targets in mathematics and using them as well as they do in English lessons.

Inspection judgements

The achievement of pupils is good

- Overall attainment at the end of Year 6 has been consistently high for the past five years especially in English. Pupils are well prepared for the next stage of their education and they leave school with well-developed skills in both English and mathematics.
- Children enter school at levels expected for this age and make good progress in the Early Years Foundation Stage.
- The results of the 2012 national reading test for Year 1 pupils were below the national average. The school reviewed their teaching of the linking letters to sounds (phonics) in light of this and pupils are now on track to at least achieve the expected level.
- By the end of Year 2, pupils are generally working at the levels expected for their age although attainment did decline in 2012.
- Throughout Key Stage 2, pupils make good progress in English and mathematics. The school is increasing the number of pupils making more than expected progress in reading, writing and mathematics.
- The school allocates the pupil premium government funding effectively by providing additional support. This enables pupils eligible for free school meals to reach levels of attainment which are similar to those of other pupils in both English and mathematics.
- The achievement of disabled pupils and those with special educational needs is good. Leaders rigorously check the progress of these pupils and organises support effectively.
- The achievement observed in lessons is generally good although the inspectors did see occasions when pupils could have made even more progress if the teacher had planned activities that were more precisely matched to the level of the pupil's attainment.
- Parents generally agree that their children make good progress although some parents would like more information about the progress their children make.

The quality of teaching is good

- Overall the quality of teaching is consistently good. There is not however enough outstanding teaching.
- In the Early Years Foundation Stage children have lots of opportunities to learn on their own and this is developed further in every class throughout the school. Pupils are excited by the challenge of solving problems and this has made a significant contribution to their achievement.
- Generally, the pace of learning is brisk. In a small number of lessons however, pupils would have made more rapid progress if they had been able to start learning by themselves sooner rather than listening to explanations from the teacher which were not needed.
- In the few outstanding lessons, activities are matched very precisely to the attainment of the different pupil groups in the class. In other lessons, and in particular mathematics, some activities are either too difficult or too easy. Teachers do not always use the information they have about pupils to plan activities which match their needs and are going to move them on to the next stage in their learning.
- Pupils enjoy lessons. They say that teachers explain things well, they will give extra help outside of lessons if needed and most of all - learning is fun!
- A particular strength of the teaching is the opportunities that the pupils have to undertake discussions about their learning with each other. 'Mathematical mutterings' are very effective in helping pupils to clarify their understanding. In a literacy lesson pupils made simple puppets and developed ideas together for their story by acting it out before writing.
- Marking is consistently good throughout the school. It states clearly how well the pupils have done and what they need to do to improve their work. Pupils like to read these comments and they respond well to them.

- Pupils have an excellent understanding of their learning targets to improve their writing and this has contributed to the good progress pupils make. In mathematics however pupils are less clear about their targets and subsequently progress is not as good.
- Parents generally agree that their children are taught well.

The behaviour and safety of pupils are outstanding

- The attitude pupils have towards their learning is exemplary. They are very enthusiastic about their lessons.
- Children cooperate very well together in the Early Years Foundation Stage and this continues throughout the school. Pupil's behaviour is outstanding and very well managed by all staff. The school's behaviour records show that serious incidents are very rare.
- Pupils move around school showing great consideration for others as well as being very polite to staff, visitors and other pupils.
- Parents agree that their children are well looked after and behave well.
- Pupils have lots of opportunities to take on responsibility whether it be ringing the school bell or being a member of the school council, who have worked hard to improve the equipment available on the yard.
- Pupils have an excellent understanding of safety-related issues and are particularly knowledgeable about how to be safe when using the computer. They also say that teachers are 'very kind and cheer us up'.
- Pupils are keen to come to school. Attendance is high and pupils are punctual.

The leadership and management are good

- Senior leaders and governors have a very accurate understanding of the strengths and weaknesses of the school and what is required to improve. The school has a highly comprehensive plan for improvement which outlines very clearly the actions that the school needs to undertake in order to improve further. This indicates that the school has great potential for continued success.
- Subject leaders are effective teachers and they use their subject knowledge to support and improve the performance of other teachers, in particular as part of the 'Lesson Study' project where teachers support each other through lesson observations.
- The systems for checking the progress of individual pupils are rigorous. This information is used effectively to identify pupils who need additional support but is not always used well enough by teachers when planning lessons so that activities are matched at the correct level for all pupils.
- Systems for managing the performance of both teachers and teaching assistants are good. Teachers' pay progression is closely linked to their performance in the classroom and the successful completion of their objectives. All staff have a lot of training opportunities and this is carefully planned and has had a significant impact in improving the performance of teachers.
- The curriculum offers a wide range of exciting learning opportunities. Pupils are very enthusiastic about opportunities to undertake interesting investigations in science and solve problems in mathematics. The extra-curricular activities are a strong feature of the curriculum and are very well attended.
- Equality of opportunity is promoted effectively so that the school meets the needs of all its pupils.
- Opportunities for developing the social, moral, spiritual and cultural education are strong throughout the school. Pupils show respect for themselves and each other. They have a good understanding of the difference between right and wrong, are confident in sharing their views with each other and work effectively as a member of a group.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- A representative from the local authority visits each term to support the work of the school

leadership team. Additional support has also enhanced the learning opportunities available outside for pupils in the Reception class.

- There was a mixed response from parents who responded to the online questionnaire. Parents agree that the school is well led.

■ **The governance of the school:**

- The governing body are particularly proud of the positive atmosphere in the school and the strong emphasis there is on developing pupils' social skills and personal development. The governing body have an accurate understanding of data on the pupils' performance and the school's strengths and weaknesses. They understand how teachers' performance is managed and where it needs to improve and they ensure that salary progression is linked to how well pupils perform. They are aware of how the pupil premium funding is allocated and the budget is extremely well managed. The detailed minutes of governors' meetings show that the headteacher is challenged by the governing body and they are also kept well informed. The governing body are appropriately trained.

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	119202
Local authority	Lancashire
Inspection number	403375

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	201
Appropriate authority	The governing body
Chair	Adrian Knott
Headteacher	Louise Minton
Date of previous school inspection	4 December 2007
Telephone number	01257 480551
Fax number	Not applicable
Email address	bursar@anderton.lancs.sch.uk

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