

Oswaldtwistle West End Primary School

Aspen Lane, Oswaldtwistle, Accrington, Lancashire, BB5 4QA

Inspection dates

11–12 March 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils say they are happy and enjoy school, and their parents agree. Attendance is consistently above average.
- Achievement is good. Pupils progress well and attainment is just above average in reading, writing and mathematics by the end of Year 6.
- Well organised support for disabled pupils, those with special educational needs and those known to be eligible for support through the pupil premium ensures that these pupils make the same good progress as their classmates.
- Teaching is good. Activities capture pupils' interest so they work hard and progress well and, as one said, 'We learn something new every day.'
- Behaviour is good at all times. 'We treat others as we would like to be treated', was a typical pupil comment. Pupils are always polite and friendly.
- Spiritual, moral, social and cultural development is promoted effectively through the well organised curriculum. The wide range of extra activities and clubs give pupils many experiences beyond the classroom.
- The new leadership team quickly gained the backing of governors and staff for its vision of how good it wants the school to become.
- Leaders' rigorous checks on the quality of teaching result in appropriate professional development. Pupils' progress is thoroughly analysed. Records show that progress is speeding up and that the proportion of outstanding teaching is increasing.

It is not yet an outstanding school because

- Pupils, especially the most able, are not always provided with work that challenges them to aim high.
- Progress in mathematics, although improving quickly, is not as rapid as it is in reading or writing.

Information about this inspection

- The inspection team observed 15 lessons and visited small group sessions. They looked at pupils' books and observed pupils at lunchtime and during break times.
- Inspectors held meetings with pupils and staff, school leaders and members of the governing body. They held a telephone discussion with a local authority representative and spoke to some parents when they brought their children to school.
- The team looked at the data of pupils' current achievement and at how leaders gather an accurate picture of pupil performance.
- They looked at how the school monitors and checks the quality of teaching and learning and checked the arrangements for child protection and safeguarding.
- Inspectors listened to pupils in Year 1 and Year 2 read.
- The team scrutinised the 64 responses to the on-line questionnaire (Parent View.) It also considered the responses to the school's own parent survey, several communications from parents and the 21 responses to the staff questionnaire.

Inspection team

Kathleen McArthur, Lead inspector

Additional Inspector

Christine Potter

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school and nearly all pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium is well below average. The pupil premium is additional government funding for those pupils known to be eligible for free school meals, children of service families and those looked after by the local authority.
- The proportion of pupils supported through school action is broadly average. The proportion supported at school action plus or a statement of special educational needs is just below average.
- In 2013, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Since the previous inspection a new headteacher and deputy headteacher have been appointed. They took up their posts in September 2012.

What does the school need to do to improve further?

- Improve the quality of teaching so more is outstanding in order to raise standards further and speed up progress, particularly in mathematics, by:
 - raising teachers' expectations of what their pupils can achieve so that all pupils, especially the most able, are always provided with work that challenges them to aim even higher
 - ensuring pupils fully understand their tasks, especially in mathematics
 - providing different ways and practical activities for pupils to develop mathematical skills such as solving 'real life' problems
 - further sharing the high-quality teaching skills found in the school and in other settings in order to develop and strengthen the skills of all staff.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills below those typical for their age, particularly in language and number. They are well cared for and feel secure, and happily discuss their activities outside in the garden centre and sing number songs. Progress is carefully checked to make sure no child falls behind. Children are taught well, make good progress and are ready for Year 1 at the end of their time in the Reception class.
- Pupils continue to make good progress through Key Stages 1 and 2. Parents say their children make good progress. Leaders acted swiftly to reverse a dip in attainment at Key Stage 1, with extra support for learning in small groups. Consequently, progress and attainment have improved and pupils currently in Year 2 are well on course to reach their challenging targets.
- The great majority of pupils make expected progress in reading, writing and mathematics, but not enough do better than this. However, school data show the proportion making better than expected progress is increasing rapidly.
- Pupils progress at a faster rate in reading and writing than in mathematics. They have few opportunities to tackle real-life mathematical problems and sometimes are not given clear enough instructions when faced with different tasks. Swift actions to redress this are in place, including staff training and better resources, and these are now speeding up progress in mathematics.
- Attainment is just above average at the end of Year 6 in reading, writing and mathematics and pupils currently in Year 6 are on course to continue this. The most able pupils are usually given extra challenges to extend and develop their skills and in 2013, one reached the very highest level, Level 6, in reading and two did so in mathematics.
- Pupils progress well in other subjects, for example in science where they enjoy the practical investigations.
- Additional support for the very small number supported by the pupil premium is carefully planned to meet their particular needs, and can include additional learning support or help with the cost of transport and visits. These pupils progress and attain as well and often better than their classmates.
- Disabled pupils and those with special educational needs receive well managed and organised help with learning and make good progress in relation to their starting points.
- Early reading skills are taught well. In 2013, the proportion of pupils who reached the expected standard in the Year 1 phonics (letters and sounds) check was well above average. Staff are well trained and apply phonics methods consistently well. Reading is popular throughout the school. From a young age, pupils show a love of reading, have good understanding of the text and enjoy talking about their books and stories.

The quality of teaching is good

- Pupils describe their teachers as 'kind and helpful' and say that teaching is 'very good'. Favourites include literacy, mathematics and practical activities such as in science.
- Skilled questioning deepens pupils' understanding and ability to think and explain. This resulted in original accounts of a festival written by Year 5 pupils. Imaginative resources grab pupils' interest, such as 'talking tins' that record their responses. Eddie the puppet really captured Year 2 pupils' imagination, and the video clip was carefully chosen to inspire the boys.
- Well organised classrooms have good quality displays, with prompts to support learning, such as examples of different words to join phrases. Pupils make good use of these while they work. Year 1 pupils love repeating phrases that remind them to punctuate their work, and when given a new task respond with, 'Challenge? We love a challenge!'

- Most staff have high expectations of how well their pupils can achieve. Progress slows occasionally slows because pupils are not always given clear directions about how to tackle a task and staff do always not pick up misunderstandings.
- Teaching assistants form a strong team with class teachers. They are skilled, well informed and provide sensitive support for pupils who find learning difficult and for those whose circumstances make them potentially vulnerable. As a result, these pupils make the same good progress as their classmates.
- High-quality assessment systems give a very clear picture of pupils' progress so any underachievement is quickly spotted and acted on. Occasionally, assessment is not used well enough to give the most able pupils extra challenge.
- Marking is thorough and staff use the agreed system consistently. Pupils understand this and say marking tells them how to improve their work. They know their targets and work hard to achieve them, ready for the next one.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school is calm and welcoming. Pupils learn and play happily together, and are polite and respectful towards others. Pupils, their parents and staff agree that behaviour is almost always good.
- Good behaviour and warm relationships between pupils and staff feature in all classes. Pupils are enthusiastic learners, work hard, persevere and cooperate happily together. For example, they enjoy helping their partners with spelling.
- Pupils report that bullying does not happen, and one said, 'I have never felt threatened in all my time at this school.' They are confident that they can talk to staff who always listen and act if they have any worries. They are well aware that bullying may take different forms, for example cyber-bullying or name-calling and have been given good guidance about how to act if they meet any behaviour like this in the future.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school because teachers and friends are always around, and they know how to stay safe if they meet potential dangers.
- Pupils mature into responsible members of the school and are keen to contribute as school councillors or playground leaders.
- Attendance has been consistently above average since the previous inspection and there have been no exclusions.

The leadership and management are good

- The new leadership team lost no time in establishing strategies to make the school even more successful. There is a strong shared vision for on-going improvement and staff morale is high.
- Very focused plans to fulfil leader's aims for school improvement are based on a thorough, searching evaluation of how well the school is performing. This has quickly proved effective: more teaching is outstanding and pupils are now making much more rapid progress.
- Staff know they are fully accountable for their pupils' progress and that this is reviewed each term. The quality of teaching is checked regularly, with reviews of performance and well planned professional development and training made available where appropriate. There is much good practice in teaching already in school, demonstrated by senior leaders, but staff have had few opportunities to observe this or see good practice in other schools and settings.
- Senior leaders are good role models of professional and management skills. These are put to good use, focused on improving outcomes for all pupils and developing the roles of less

experienced subject leaders.

- The curriculum is well planned with varied activities that pupils enjoy. Priority is given to literacy and numeracy, but other subjects are not neglected so pupils acquire the skills they need for future learning. Suitable adaptations for pupils' different needs, interests and abilities ensure they all progress well.
- Pupils' spiritual, moral, social and cultural development is good, emphasising respect for others, equal opportunities and time to reflect on feelings and experiences. The wide range of extra-curricular activities and clubs enrich and enhance classwork very well through visits, a residential experience, playing an instrument or taking part in Young Voices in Manchester.
- Pupils develop their literacy and numeracy skills through topics linking different subjects. For example, Year 5 created an attractive 'Welcome to our school' brochure using their literacy and technology skills.
- Parents' views of the school are very positive. Although a few do not feel well informed about progress, the school works hard to ensure they know how well their children are doing and that they are aware of events, times and clubs through the website and newsletters.
- Arrangements for safeguarding meet statutory requirements and all staff receive regular training in child protection procedures.
- The local authority provides 'light touch' support for this good school, and has given valuable guidance to the new leadership team and the governing body.
- **The governance of the school:**
 - Since the previous inspection, the governing body has worked hard to develop its role and knowledge and understanding of pupil progress data. Governors have links to different subjects and report back on any visits they make.
 - Governors use data from different sources in addition to that supplied by the school to rigorously challenge leaders about how well pupils are doing and how outcomes compare with other schools.
 - They check that pupil premium funds are used effectively so there is no difference between the performance of pupils covered by the funds and others.
 - The resources and finance committee stringently oversees the use of funds to support improvement. Governors ensure outcomes of staff performance reviews are carefully related to any rewards for good teaching, and that professional development is used to improve the quality of teaching and to develop leadership skills at all levels.
 - Governors have ensured the new sports funding provides a wide range of sports in addition to those pupils usually experience, for example fencing and curling. This has led to more pupils participating in different sports. Professional sports coaches have trained staff in new skills, for example dance, in order to benefit pupils' health in the future.

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	119188
Local authority	Lancashire
Inspection number	430976

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	210
Appropriate authority	The governing body
Chair	Jane Downham
Headteacher	James McBride
Date of previous school inspection	9 May 2012
Telephone number	01254 234584
Fax number	-
Email address	head@westendcps.lancs.sch.uk

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