

# Anderton Primary School

## Inspection report

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<b>Unique Reference Number</b>	119202
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	301746
<b>Inspection date</b>	4 December 2007
<b>Reporting inspector</b>	Shirley Herring

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	188
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Adrian Knott
<b>Headteacher</b>	Mrs Louise Minton
<b>Date of previous school inspection</b>	1 October 2003
<b>School address</b>	Babylon Lane Adlington Chorley Lancashire PR6 9NN
<b>Telephone number</b>	01257 480551
<b>Fax number</b>	01257 474945

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## Introduction

The inspection was carried out by one Additional Inspector.

The school was visited by one inspector for one day. The overall effectiveness of the school and the following issues were investigated: pupils' academic achievement and personal development, the quality of teaching and learning, the quality of care, guidance and support, as well as leadership and management. Evidence was gathered from the school's self-evaluation, published assessment data, the school's records and procedures, parents' questionnaires, observation of the school at work and discussions with staff and pupils. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Anderton Primary is a smaller than average primary school, serving a semi-rural village and surrounding areas. Almost all pupils are from a White British background and no pupil is at an early stage of learning English as an additional language. The number of pupils with learning difficulties and/or disabilities is below average and the number with a statement of special educational need is broadly average. The number of pupils eligible for free school meals is below average. The school has close links with pre-school providers and the local high school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school which provides an outstanding level of care for its pupils. This is overwhelmingly appreciated by parents, one of whom commented that concern and care for the pupils are given the highest priority.

Pupils enter the school with a range of skills that are typical for their age. They make good progress during their time in school because of good teaching, very good attitudes and clear guidance which helps them improve. After several years when standards in national tests were above average in Year 6, standards fell to broadly average in 2007. Inspection evidence shows that the reasons for this fall in standards have been addressed and pupils now in Year 6 are working at a good level for their age. The school has set challenging targets for future years. In the 2007 national assessments at the end of Key Stage 1, standards were broadly average. Standards were above average in reading because teaching is good in this subject. Standards were broadly average in writing, though the current emphasis on this aspect is leading to some improvement. Whilst the proportion reaching the expected level in mathematics was average, only a few pupils achieved the higher standard. This is due in part to a lack of pace and challenge for more able pupils in some lessons. Pupils with learning difficulties and/or disabilities achieve well because of the very caring environment and high level of support they receive.

Personal development is outstanding. One parent wrote about the pleasure in watching a shy child blossom and gain the confidence to speak in front of the whole school. Pupils respond very well to the school's high expectations. Behaviour in class and at playtime is exemplary. Attendance is very good. Pupils clearly enjoy school and join in enthusiastically in lessons and other activities. They are polite and confident and show increasing maturity as they move up the school. Their respect for the rights of others was exemplified by some pupils when they explained the system for each class having a turn to play football in the limited playground space. Spiritual, moral, social and cultural development is excellent. A strong influence in moral and social development is the excellent respect and co-operation displayed by all the adults. Cultural diversity is learned through the study of different faiths and the growing links with a school in Ghana. Pupils learn how to keep healthy and safe through the good programme for personal, social and health education. Pupils make an excellent contribution to the school community by, for example, being members of the school council. The high standards they achieve and the many opportunities for working effectively as teams prepare them very well for the future.

Teaching is good and pupils learn well. Teachers use regular assessments to match activities well to the needs of different groups of pupils. Skilled learning assistants give good support to individuals and small groups to help them make good progress. In the most effective lessons, activities are interesting so pupils become totally involved and learning moves at a fast pace. However, in a small number of mathematics lessons, the pace and level of questioning in whole class sessions do not challenge the more able pupils so they do not achieve as well as they can.

The curriculum is good and meets the needs of pupils well. There is a suitable emphasis on developing literacy, numeracy and information and communication technology (ICT) skills so pupils achieve a good standard. There are many examples of pupils using and developing these skills in other subjects, for example when writing about the Olympic Games in history. The recent initiatives to develop writing skills are already having a positive impact. There is a good range of additional activities to enhance learning, including a residential Outward Bound trip.

The good programme for personal, social and health education contributes well to pupils' personal development.

Care, guidance and support are outstanding; this was acknowledged and praised in a large number of the parental questionnaires. All the recommended procedures for safeguarding children are in place and rigorously applied. There is particularly good support for pupils with learning difficulties and/or disabilities so they are fully included in all activities and achieve well. Pupils are very well aware of their learning targets and these have proved particularly effective in bringing about recent improvements in writing.

Leadership and management are good. Guided by the strong leadership and example of the headteacher, ably supported by the deputy headteacher and the senior management team, staff work well together to evaluate the school's work honestly and accurately. The information is used effectively to bring about improvements and recent initiatives have already led to an improvement in writing. The school took prompt actions to address the fall in standards in 2007 and all evidence indicates that pupils now in Year 6 are working at a good level. Governance is good. Governors are supportive but questioning, and have a good understanding of the needs of the school. There have been good improvements since the last inspection, particularly in developing ways to listen and respond to pupils' views, which have contributed to pupils' excellent personal development. The school's good use of the analysis of its work indicates a good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision for children in the Foundation Stage is good, so they achieve well. They enter Reception with skills that are typical for their age and the majority reach the recommended goals by the time they enter Year 1. High priority is rightly given to developing children's personal and social skills so that they develop independence and good attitudes to school from an early age. They make good progress in reading because phonic skills are taught systematically and well. However, the rate of learning in mathematics is less marked because the pace of activities is slower and so progress is satisfactory. The curriculum is based on a range of suitably practical activities across all areas, though the nature of the school site prohibits direct access to extend learning outdoors.

### **What the school should do to improve further**

- Improve levels of challenge and the pace of learning in mathematics in Reception and for more able pupils in Key Stage 1.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

5 December 2007

Dear Pupils

Inspection of Anderton Primary School, Lancashire, PR6 9NN

Thank you for making me so welcome when I visited your school recently. I enjoyed talking to you in lessons and in the school council. I agree with you and your parents that Anderton Primary is a good school. In fact, some things about it are outstanding. You play your part in this by your excellent behaviour and hard work, and your very good attendance.

All the adults take excellent care of you and give you good guidance to help you improve your work. Lessons are interesting and the teachers make good use of the whiteboards to help you understand what you have to do. There is always an adult at hand in lessons to give you the help that you need. This is why you do so well in school and reach a good standard in English, mathematics and science by the time you leave Year 6.

When we inspect a school we try to suggest ways in which even a good school could be better. In Anderton Primary, I think that some pupils in Reception and Key Stage 1 might be helped to make more progress in mathematics.

Best wishes to you all and well done.

Shirley Herring

Lead inspector