

# Colne Lord Street School

## Inspection report

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<b>Unique Reference Number</b>	119171
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313207
<b>Inspection dates</b>	9–10 June 2008
<b>Reporting inspector</b>	Geoffrey Yates

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	354
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Clegg
<b>Headteacher</b>	Mr Gary McKeon
<b>Date of previous school inspection</b>	1 June 2004
<b>School address</b>	Lord Street Colne Lancashire BB8 9AR
<b>Telephone number</b>	01282 865597
<b>Fax number</b>	01282 860439

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large primary school situated in the outskirts of Colne. Most pupils are of White British heritage. An above average proportion of the pupils are eligible to receive free school meals. The percentage identified as having learning difficulties and/or disabilities is also above average. The school has achieved many awards including the National Healthy School award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school which is beginning to improve under the good leadership of the newly appointed headteacher. He is aware of the potential of pupils and staff, and has the vision and determination to ensure higher academic standards. Indeed, some standards have already risen since 2007. A major strength of the school is the high quality of personal care for pupils, especially the excellent support for the many pupils with social and emotional difficulties.

Pupils' achievement is satisfactory and standards are average. Provision has improved in the Reception class, so pupils now enter Year 1 with skills typical for the age group, except in language. Previously, pupils did not have the benefit of this good start and so, despite satisfactory progress, standards in Year 2 in 2007 were below average. However, the school has convincing evidence to show that current standards are average in reading and mathematics although they remain below expectations in writing. Standards by Year 6 are average in English, mathematics and science, but there is a weakness in writing. Standards dipped in 2007, mainly because of staff absences and the behavioural issues of some pupils, but evidence shows that current standards are in line with national expectations, apart from writing.

Pupils' personal development is good. They have a good understanding of the need to keep healthy. Their regular attendance and the high level of involvement in extra-curricular activities, such as the excellent brass and woodwind band, indicate how much they like school. One pupil commented, 'I love playing the trumpet in the band with my mates!' Through the school council, pupils make a positive contribution to the school community. Pupils say they feel safe at school and show a high degree of care for each other. In recent years, a significant number of pupils have been excluded from school. This year, as a direct result of the success of the revised behaviour policy, there have been far fewer exclusions and behaviour is now good.

Teaching is satisfactory, with some examples of good practice. All staff have good relationships with pupils and classes are managed well. In good lessons, pupils have clear objectives so that they clearly understand what they need to learn. In less effective lessons, assessment information is not used skilfully to tailor work to pupils' individual needs and the pace is sometimes too slow. The curriculum is satisfactory. There is a good emphasis on developing basic skills in reading and mathematics but not enough on improving writing skills. Good systems have been put in place to track pupils' progress but resultant information is only beginning to have an impact on their achievement. Parents are very supportive of the school and appreciate that their views are important.

Leadership and management are satisfactory. The headteacher provides good leadership, supported by the senior leadership team. Subject leaders are improving their role but are only just beginning to influence standards. Self-evaluation is largely accurate and the school is working with the good support of the local authority to make things even better. It has a satisfactory capacity to improve because of the clear direction set by the headteacher, the willingness of staff to embrace change and the improvements already made in, for example, pupils' behaviour and the Foundation Stage provision. The school provides satisfactory value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

Recent improvements ensure children now benefit from a flying start. Most children enter the Reception class with skills and knowledge well below those typical for their age, especially in communication and language skills. By the time they enter Year 1, they reach the levels expected for their age, although communication and language skills remain below those typical. The newly appointed Foundation Stage coordinator provides good leadership and manages all aspects of provision well. Good teaching and the reorganised curriculum enable all children to make good progress. Activities are very well planned, include a good balance between activities led by adults and those chosen by the children and meet the needs of the children well. For example, a garage role play area encourages boys to use imaginative play and extend their language skills. Children approach their activities confidently and enthusiastically.

### What the school should do to improve further

- Raise standards in writing.
- Improve the quality of teaching.
- Ensure consistency in the use of assessment information about pupils' progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Standards reached by pupils are broadly average in English, mathematics and science by Year 6. This represents satisfactory achievement overall. By the end of Year 2, standards have been below average in all subjects.. An intensive literacy and numeracy initiative has been put in place to address weaknesses. This is already having an impact and the school data indicate that, this year, standards will be average in reading and mathematics but still below what is expected in writing.

In Year 6, results in the national tests have been average in English, mathematics and science in recent years. They dipped sharply in 2007 to below average, because of some staff absences, insufficient use of assessment data and some behavioural issues. The school's reliable statistics predict average results for the current Year 6, but standards in writing remain below the expected level. There are still insufficient opportunities for pupils to extend their writing skills. Pupils with learning difficulties and/or disabilities benefit from close support which ensures satisfactory achievement. More able pupils are challenged effectively in Years 5 and 6 but less so elsewhere because assessment data is not used well enough.

## Personal development and well-being

### Grade: 2

Pupils' personal development is good, as is their spiritual, moral, and social development. Their knowledge of cultures different from their own is satisfactory. Pupils have a good understanding of the difference between right and wrong. For example, they know that bullying is wrong and is not tolerated in school. The school's focus on behaviour has been highly successful. As a result, the atmosphere in school is happy and calm; behaviour is good. Pupils say that they

enjoy being in school and this is reflected in their positive attitudes to learning and regular attendance. They say they feel safe in school because ‘teachers sort out their problems.’ Members of the school council actively participate in decision making and have introduced many changes into school. For example, they costed out items for the playground within a certain budget, in a good opportunity to develop workplace skills. Pupils have a good understanding of the local community and of the need to help those less fortunate than themselves. They are very aware that they need a sensible diet and exercise to stay healthy. Overall, preparation for their future life is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Satisfactory teaching and learning enable pupils to make satisfactory progress. Good use is made of teaching in ability groups in Years 5 and 6; pupils who have learning difficulties and/or disabilities have the right support to help them achieve their personal targets. In good lessons, pupils are involved and positive about their learning and know what is expected of them; as a result, learning is brisk. This good practice, firmly in place in Year 6, is beginning to spread across the school but is not yet consistent. In some lessons, the pace is too slow and activities are not sufficiently interesting or challenging to ensure good progress. Assessment data is not used systematically to match work closely to pupils’ needs and this is one reason why writing skills are not good enough yet. Not all pupils are aware of how they are doing in their work or how to improve because advice is written in language pupils find difficult to understand.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory, and provides good opportunities for pupils’ personal development. The school has started to look at ways of linking subjects together but much remains to be done. A satisfactory focus on basic skills in reading and numeracy has resulted in some improvements in standards. However, provision to develop writing skills is still in the early stages and improvement is not yet evident. Provision for information and communication technology is good; for example, pupils are able to use video conferencing facilities. The curriculum is enriched by a very good range of clubs which include football, music, judo, guitar and recorders. These are well attended; for example, at least 60 pupils are involved in brass band clubs. The enthusiasm of the pupils and the quality of music they collectively produce are a joy to experience. After-school activities play an important role in developing pupils’ attitudes and self-esteem. The many varied and exciting educational visits include involvement in the music festival at Colne, demonstrating the school’s good links with the local community.

### **Care, guidance and support**

#### **Grade: 2**

The quality of care, guidance and support is good. It is particularly good for the many pupils with complex needs and low levels of self-esteem. Outstanding levels of pastoral and emotional support for these pupils have a very positive impact on their behaviour and personal development. The school’s learning mentor is highly effective in supporting pupils with social and emotional problems. Personal, social and health education is particularly effective in boosting pupils’ self-confidence and helping them to develop a growing understanding of their

personal health and safety. The school's safeguarding practices meet with the latest national guidelines; appropriate child protection and welfare procedures are also in place.

The school has developed good systems to track pupils' progress but these are at an early stage. Although pupils are aware of their termly targets for improvement, there is little to suggest that these targets are as yet having a significant impact on raising standards.

## **Leadership and management**

### **Grade: 3**

Strong and determined leadership from the recently appointed headteacher, together with his passionate belief that every child can succeed, are helping the school to move forward securely. He receives increasingly effective support from the senior leadership team. Very good improvements to the management of pupils have resulted in good behaviour throughout the school. The appointment of a learning mentor has been highly successful in ensuring more vulnerable pupils receive sensitive and effective support. The headteacher has introduced good initiatives, such as the new assessment systems, but these have not yet had time to influence standards and pupils' progress fully, although standards in mathematics and reading are beginning to improve. Other school leaders and managers have been encouraged to develop their skills in monitoring and evaluating progress but, in most cases, these are at an early stage. The school's own evaluation of its performance gives a realistic picture of provision, but is too generous in its judgement about the overall quality of leadership. Parents speak very positively about the school. The headteacher and his staff encourage communication; concerns are always taken seriously and appropriate action taken. The governors discharge their statutory duties satisfactorily. Satisfactory improvements have been made since the previous inspection but weaknesses in pupils' writing skills remain an issue.

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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?	3
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	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

12 June 2008

Dear Pupils

Inspection of Colne Lord Street School, Lancashire, BB8 9AR

We are writing to thank you for your help during our inspection of your school and to share with you our opinions about it. We were impressed by how friendly you are, not just with us, but most importantly with each other. Most of the time you behave very well and you usually work hard and try your best in lessons. What a delight it was to hear the brass and woodwind instruments, not forgetting the drums!

We agree with you that your headteacher and teachers are very caring and help you very much if you have a problem or personal issue. This means that you are safe and secure at all times. All the jobs you do in school and the way many of you help others for example at lunchtimes and during lessons are certainly helping you to become citizens of the future. It is good to see that many of you know what you need to do to be safe and keep healthy and fit.

Your school provides a satisfactory standard of education. The younger children in the Reception get a great start to school life. Standards in reading, mathematics and science throughout the school are average but many of you could do better particularly at writing. Therefore, we have asked the school to help you to do this. We feel that sometimes work is too easy, and we have suggested that the school should make better use of the information of your progress to make it more challenging and interesting. This will help you make better progress. We would also like the school to make sure that lessons throughout the school are always of a good quality and that the targets you are set are easy for you to understand.

We hope you continue to enjoy school and wish you the very best for your future.

Yours sincerely

Geoff Yates

Lead inspector (on behalf of the inspection team)