

Euxton Primrose Hill Primary School

Inspection report

Unique Reference Number	119309
Local authority	Lancashire
Inspection number	379776
Inspection dates	17–18 November 2011
Reporting inspector	Lynne Read

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	184
Appropriate authority	The governing body
Chair	Andy Oddy
Headteacher	Christopher Shields
Date of previous school inspection	19 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed 8 teachers. They held meetings with members of the governing body, managers, staff and groups of pupils. In observing the school's work, they looked at pupils' workbooks and files, assessment records, school policies and school development plans. In total 51 parents' and carers' questionnaires were received, analysed and considered, alongside 89 questionnaires completed by the pupils and 17 by school staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of learning and progress, focusing on girls at Key Stage 1 and on boys and pupils who have special educational needs and/or disabilities at Key Stage 2.
- The quality of pupils' personal development and their behaviour.
- How effective leadership and management are in sustaining high standards, and in continuing to drive the school forward.

Information about the school

This school is slightly smaller than most primary schools although the number on roll is rising swiftly. A number of pupils have entered the school part-way through their education, especially in Key Stage 2. Most pupils are of White British heritage and a few have other backgrounds. The proportion of pupils known to be eligible for free school meals is below average and a below-average proportion of pupils have special educational needs and/or disabilities. Significant changes to staffing and the premises have been made since the previous inspection. The school is accredited through the Eco-schools Green Flag, the Activemark award and Healthy School Status.

A private provider offers before- and after-school childcare on the premises. This provision is subject to a separate inspection and a report is available on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Euxton Primrose Hill is an outstanding school. It offers the highest standard of care, alongside excellence in learning. Under the outstanding and visionary leadership of the headteacher, this school has gone from strength to strength. Thorough reviews of performance leave no stone unturned and the school sets exceptionally challenging targets for itself. By Year 6, attainment is significantly above average and this represents outstanding progress from pupils' average starting points. Attainment in writing and mathematics has improved considerably since the previous inspection, alongside provision and learning in the Early Years Foundation Stage, which is outstanding. The school benefits from a highly-skilled and experienced governing body whose members keep a very close eye on provision and outcomes. Managers, staff, governors and pupils are very proud of their school and work as an excellent team under the motto of, 'together we will make a difference'. Self-evaluation is excellent and the capacity for sustained improvement is outstanding.

Behaviour is excellent and harmonious relationships exist across school, creating a productive, calm atmosphere for learning. Pupils demonstrate respect for cultures and beliefs that are different from their own and show great care and kindness towards each other. Pupils assert that they feel safe and that adults deal swiftly with any worries they may have. The rate of attendance is high, reflecting pupils' enjoyment of school.

Teaching is outstanding and lessons are challenging. Teachers know their pupils very well and relationships are excellent. The school takes outstanding care of its pupils and their welfare is at the heart of its work. Academic and personal development is tracked closely. Pupils who have special educational needs and/or disabilities have personalised programmes and support that are specifically tailored to help them learn. Those who are more able rise to their teachers' high expectations and relish the challenges presented to them. The curriculum is outstanding and includes imaginative links between subjects. These result in excellent opportunities for pupils to practise their basic skills, research, investigate and learn independently. Special teaching groups and one-to-one support ensure that pupils reach their learning targets; these strategies very successfully underpin the rapid rate of progress. Where Key Stage 1 pupils are set into small groups for learning about letters and the sounds they make (phonics), progress is outstanding. The current organisation and staff deployment means that one phonics group is larger in numbers. Although learning is good in this group, it is not as highly effective

What does the school need to do to improve further?

- Ensure that learning is equally outstanding in all phonics groups by reviewing the deployment of staff for, and the organisation of, these sessions.

Outcomes for individuals and groups of pupils

1

Pupils have excellent attitudes to their learning and thoroughly enjoy their lessons. For example, pupils in Years 3 and 4 planned and executed their own experiments and investigations, taking great care to eliminate any variable factors, and to measure accurately. They made excellent use of information and communication technology (ICT), especially the computerised microscope, to support their work. In a Years 5 and 6 mathematics set, pupils worked at the higher level as they read and plotted co-ordinates in four quadrants. Some had much fun practising their new skills through a challenging game of 'battleships'. There is no difference in the progress of boys and girls at either Key Stage. Achievement for both is outstanding, as it is for those pupils who have special educational needs and/or disabilities.

When children enter the school, their development is variable, but overall, it is broadly in line with that expected for the age group. They make rapid progress, and attainment for the current cohort of pupils on entry to Year 1 is above average. Pupils continue to learn extremely well throughout Key Stage 1 and an increased emphasis on phonics is helping to boost reading and writing skills. Pupils make outstanding progress through Key Stage 2 so that by Year 6, attainment is significantly and consistently above average. Pupils who have special educational needs and/or disabilities are extremely well supported and make the same progress as that of the majority. New arrivals at school settle quickly and often make rapid gains in their learning.

Pupils have an excellent understanding of healthy living and take good advantage of the range of sports and fitness opportunities on offer. Behaviour is outstanding, pupils think for themselves and older ones display mature, responsible attitudes. Pupils of all ages are adamant that bullying is exceptionally rare and explain the systems in place to help with any worries they might have. For example, they say that notes posted into the 'problem pod' are acted upon swiftly. Pupils relish the opportunities provided for them to experience responsibility. The 'PALS' help to ensure happy playtimes, the 'eco-busters' actively promote re-cycling, and the school council plays a dynamic role in decision-making. With a secure range of basic skills and excellent habits of attendance and punctuality, pupils are extremely well-prepared for their future education. Successful links with schools in different areas and overseas help pupils to appreciate and value diversity, as well as expanding their horizons.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers have a detailed view of pupils' progress and this information is used exceptionally well in planning lessons. Tasks are set at different levels of difficulty so the more-able have exacting challenges and less-confident pupils have excellent support to ensure they are able to complete their work. Individual learning targets are clear and lessons include precise success criteria. As a result, pupils know exactly what is expected of them and are able to evaluate their own progress, as well as setting personal challenges. Teaching assistants have an excellent range of expertise and are highly effective. For example, they often lead group sessions for pupils who require an additional boost to learning or provide one-to-one support to meet specific needs.

The curriculum includes excellent opportunities for creative, physical and practical activities, and includes a strong emphasis on modern foreign language work. It is firmly based on developing literacy, numeracy and technology skills through profitable links between subjects. Opportunities for teamwork and independent learning are emphasised throughout the planning. The arrangements for phonics work in Key Stage 1 are highly effective where the adult-to-pupil ratio is favourable. This means that teachers can quickly assess learning and move learning on at a rapid pace. Although learning is good in the larger group, it takes longer for teachers to assess progress before taking pupils to the next step. Consequently, the overall pace of progress is slower. The setting arrangements in English and mathematics for Years 5 and 6 pupils enable teachers to plan exacting challenges or provide precise support to meet individual needs. Pupils take full advantage of an interesting programme of extra-curricular activities, including the newspaper club, brass band practice, and sports such as hockey, rugby or cricket. Visits, including residential experiences, add an extra dimension to learning. The choir is a major asset to school and performances are highly regarded by the local community.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The school provides a warm and welcoming ethos. As a result, pupils are confident and secure. Responses to questionnaires from pupils, parents and carers wholeheartedly agree that children are safe. The behaviour policy is based on the 'Golden Rules' that are devised each year by the pupils themselves. This ownership ensures that the rules are written in child-friendly language and that they are respected and followed. The 'work your socks off' rule is certainly in evidence on a day-to-day basis. Pupils who have highly-specific needs, or who are potentially vulnerable, are exceptionally well supported by trained staff and outside expertise. Supervision is excellent and pupils are extremely well supported in their transition between year groups and to their secondary schools.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management are outstanding and the school provides excellent value for money. The headteacher and deputy headteacher form a strong, dynamic leadership team. They continually review provision and drive the school forward as they strive for excellence. Management and financial systems are highly efficient and ensure the smooth running of the school.

There is a great sense of pride and belonging in the school. Staff morale is particularly high and very effective teamwork secures the school's highly-supportive and caring ethos. Partnerships with other schools bring many enhancements to pupils' learning, for example, through sporting opportunities and tournaments. The attention to safeguarding is excellent. Staff have regular updates in their child protection training and are exceptionally well equipped to deal with concerns. The school's equality policy is rigorously followed in practice and regularly evaluated to ensure that no barriers to learning exist. Governors are robust in discharging their statutory responsibilities, ensuring that the views of stakeholders are considered in any decision made. Community cohesion has a high profile. Pupils have opportunities to meet with others of different backgrounds and ethnicities and they learn about life in other countries. For instance, they communicate with pen pals in France, using their impressive writing skills in both English and French. The excellent relationship with parents and carers ensures their involvement in their children's education. The weekly newsletters, a very informative website, homework planners and reading record books facilitate excellent communication.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

On entry to the Reception class, children's development broadly matches that expected of the age group although a few have difficulties with early reading, writing and number work. The teacher makes home visits and consults pre-school providers to ensure that children's needs are accurately assessed. Consequently, children integrate smoothly into school life and thoroughly enjoy their work. Their behaviour and attitudes to learning are excellent.

Teaching is outstanding. Lessons take account of children's interests in order to keep them well-motivated and they include varied opportunities for children to choose their own activities and develop independence. During the inspection, 'astronauts' worked in the outdoor 'spaceship', learning about the planets and the effects of weightlessness, as well as reporting on their journeys. Adults are skilful at questioning and in encouraging children to explore and learn independently. Children make outstanding progress so they are working at above expected levels by the time they enter Year 1. Early reading and writing is a major strength, with many children already spelling simple words logically. Leadership and management are outstanding, ensuring high standards of welfare, as well as excellent partnerships with parents and carers. The weekly 'stay and play' sessions and informative workshops provide excellent information about supporting learning at home, and the 'learning journey' booklets keep parents and carers well-informed about their child's progress. The leader of this phase has a clear vision for the future. Many improvements have been made to the provision and the learning environment, resulting in improved progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

Views of parents and carers

Parents have exceptionally positive views of the school. All of those who replied to the questionnaire agreed that their children are safe and well-supported in learning about healthy lifestyles. The overwhelming majority agreed that the school is run well and are happy with their children's experiences at Primrose Hill. They especially

praise the support and commitment of the staff and the quality of teaching. Quotes that reflect these views include: 'the warmth and enthusiasm of the staff is incredible', 'this school has a holistic approach to each child's education and that is why they make so much progress and are happy', and 'my kids love school!!' The inspection findings wholeheartedly endorse these views. Some comments about provision for pupils who have special educational needs and/or disabilities were investigated. The quality of teaching and support for this group was found to be excellent and leads to outstanding progress towards individual targets.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Euxton Primrose Hill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	73	13	25	1	2	0	0
The school keeps my child safe	42	82	9	18	0	0	0	0
The school informs me about my child's progress	31	61	18	35	2	4	0	0
My child is making enough progress at this school	35	69	13	25	2	4	1	2
The teaching is good at this school	35	69	14	27	2	4	0	0
The school helps me to support my child's learning	33	65	17	33	0	0	1	2
The school helps my child to have a healthy lifestyle	36	71	15	29	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	59	16	31	2	4	0	0
The school meets my child's particular needs	34	67	15	29	0	0	1	2
The school deals effectively with unacceptable behaviour	30	59	18	35	0	0	0	0
The school takes account of my suggestions and concerns	28	55	19	37	1	2	0	0
The school is led and managed effectively	39	76	12	24	0	0	0	0
Overall, I am happy with my child's experience at this school	39	76	11	22	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 November 2011

Dear Pupils

Inspection of Euxton Primrose Hill Primary School, Chorley, PR7 6BA

Thank you for the warm and cheery welcome you gave my colleagues and me when we inspected your school. We appreciated all the help you gave us and the very interesting conversations we had with you. I know you will be keen to learn the outcomes from the two days.

Euxton Primrose Hill Primary is an outstanding school. You get on extremely well together, have beautiful manners and take great care of each other. You are a credit to your families and your teachers. Well done! I think your class councillors and eco-busters do a wonderful job in helping to run the school.

Thank you to the pupils who filled in their questionnaire and those who chatted with us. We know you are delighted with your school because of comments such as: 'this is the best school ever', 'when you come in the morning, you get a warm feeling' and 'teachers are calm, caring and make lessons enjoyable'.

You are keen to learn, work hard and are making outstanding progress. We know that Years 5 and 6 pupils enjoy working in sets where you have opportunities to engage with different friends and teachers. Years 1 and 2 pupils also mix together for their letters and sounds work. Where these groups are small, learning is excellent. It is good in the large group but not quite as successful, so we have asked your teachers to organise these groups differently so you can all have the very best teaching possible.

You can help to keep your school an outstanding one by maintaining your excellent attendance record and keeping up the extremely hard work. Thank you once again for the interesting conversations we had and for letting us share your work and play. Please accept my best wishes for the future. I hope you continue to enjoy your exciting, vibrant school.

Yours sincerely

Lynne Read
Lead inspector

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