

Coates Lane Primary School

Inspection report

Unique Reference Number	119335
Local authority	Lancashire
Inspection number	379781
Inspection dates	17–18 November 2011
Reporting inspector	Andrew Morley

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	209
Appropriate authority	The governing body
Chair	Mark Scarlett
Headteacher	Graeme Lucas
Date of previous school inspection	18 March 2009
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 12 lessons taught by seven teachers. Additional shorter observations were carried out and there were visits to small group sessions. Meetings were held with groups of pupils, members of the governing body and a range of senior leaders. Inspectors observed the school's work and scrutinised a range of documentation, including policies, safeguarding arrangements, data about pupils' progress and attainment, teachers planning, children's books and the school's improvement plan. The inspection team scrutinised 103 questionnaires returned from parents and carers, and questionnaires completed by pupils.

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

- How well pupils are currently making progress, especially higher attaining pupils.
- What is the current quality of writing and how effective is the school in improving pupils' writing?
- How effective school leaders are in improving the quality of teaching and learning so that pupils of all abilities make consistent progress at all stages of their development.
- How effective are leaders and managers at all levels in ensuring that assessment practice is impacting on pupils' progress?
- What the impact is of pupils' personal development on their achievement.
- How effective the curriculum is in meeting the needs of all pupils and the extent to which it is helping to drive improvement in basic skills.

Information about the school

This is a smaller than average-sized primary school. Most pupils are of White British heritage. A small proportion of pupils are known to be eligible for free school meals. The percentage of pupils with special educational needs and/or disabilities is below average, although the proportion of pupils with a statement of special educational needs is above average. The school holds many awards, including the Activemark and Investors in People, and has achieved Healthy School status.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Central to the ethos of this welcoming and vibrant school are the very caring relationships that ensure good support and pupils' good achievement. The headteacher, ably supported by the deputy headteacher, provides effective leadership with a sharp focus on raising standards in pupils' academic and personal development. The strengths of this leadership lie in the strong motivation and effective communication between all groups who contribute to the vision of continual improvement. Communication with parents and carers and agencies to support the individual needs of every pupil is outstanding. The school goes to great lengths to promote and support attendance, which is very high as a result. An overwhelming majority of parents and carers appreciate the dedication of all staff and are extremely positive about the school's work. As one parent said, 'I have three children at Coates Lane and I would recommend the school to anyone. The teachers do a great job'.

When children enter school their skills are generally below those typically expected for their age, particularly in communication, language and literacy. Good quality provision ensures that they make good progress in all areas of learning in the Early Years Foundation Stage. Pupils continue to make good progress through Key Stages 1 and 2 due to the strength of relationships and good teaching. By the end of Year 6, attainment is broadly average and continuing to rise. Progress is tracked rigorously and this contributes well to how well pupils learn. However, assessment information is not used consistently well across all classes to support pupils and this leads to some variation in the rates of progress different groups of pupils make.

Teaching is good overall. Very good relationships feature strongly, so pupils behave well and work hard. In a few lessons, however, some tasks do not match individual pupils' needs closely enough, particularly for higher-attaining pupils, and the time to complete tasks is limited. Occasionally, there is a lack of opportunity for pupils to develop independence and take responsibility for their own learning. The curriculum has evolved in recent years and is delivered through a topic-based approach. Pupils develop their key skills well although there are missed opportunities to develop writing skills across all areas of the curriculum.

Classrooms provide a very caring and secure environment for the pupils to learn in, with good support provided by teaching assistants, particularly for pupils with special educational needs and/or disabilities. Pupils say they feel safe and behaviour is

consistently good; they respect the feelings and beliefs of others, and have a strong sense of right and wrong. Pupils have a genuine concern for the world around them and are actively engaged in the rich range of cultural opportunities offered by the school. This contributes to their good spiritual, moral, social and cultural development.

Leaders and managers evaluate the school's effectiveness accurately, the outcomes of which are used to drive improvement. The role of the governing body has been developed successfully so that it is influential in shaping the school's direction. The school has tackled areas identified in the previous inspection effectively. Other improvements, including the development of the creative curriculum, the rich cultural experience the pupils now have and the skills of the leadership team, support the good capacity of the school for sustained improvement. Overall, outcomes for pupils are good and the school provides good value for money.

What does the school need to do to improve further?

- Further accelerate pupils' progress by:
 - providing pupils with more opportunities to engage in extended writing activities to build their writing skills
 - making sure that tasks are consistently challenging and meet the needs of all groups of pupils, especially higher-attaining pupils
 - providing more opportunities for pupils to work independently and find things out for themselves.

Outcomes for individuals and groups of pupils

2

Pupils' enthusiasm to do well and succeed makes a strong contribution to their good progress. They enjoy their lessons and cooperate well with staff and each other. When given the opportunity, they value and are skilled in paired and group work, supporting each other well in their learning. The work in pupils' books, observations in lessons and school tracking data show that pupils are making good progress overall from starting points that are generally below expected levels. However, when tasks are not closely matched to pupils' different abilities, progress slows and is satisfactory rather than good. Children make good progress in the Early Years Foundation Stage and this is built on in Key Stages 1 and 2. By the end of Key Stage 2, attainment has risen to broadly average. Attainment in writing is improving as the school's improvement strategies start to impact. The proportion of higher-attaining pupils attaining the higher level in the end of Key Stage 2 assessments is also beginning to improve. Pupils with special educational needs and/or disabilities make good progress because of the effective support that they receive.

Pupils' behaviour is good and they respond well to the 'Golden Book' and 'Citizen of the week'. Pupils feel safe in school because, 'Our teachers are really kind' and 'They always look after us'. They are very secure in their belief that staff will quickly help them with concerns. Pupils speak knowledgeably about dealing with different and potentially dangerous situations which may arise, for example, when using the internet. Pupils understand the benefits of a healthy lifestyle and take advantage of a

range of sporting enrichment activities to extend their physical development. Pupils enjoy taking on responsibilities. For example, as school councillors and in their role to support the younger children, pupils learn about helping others. Pupils' spiritual, moral, social and cultural development is good; they have a good awareness of right and wrong. Their engagement with an Ethiopian school makes an outstanding contribution to their appreciation of other cultures. Good achievement, combined with high attendance and a strong sense of respect for themselves and others ensure that pupils are well placed for future success.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The great majority of teaching is good. It encourages pupils' very positive attitudes towards learning. Good subject knowledge, the use of stimulating resources, including information and communication technology (ICT), and interesting activities motivate pupils to work hard in lessons. In the best lessons, teachers use assessment well to identify starting points for learning. Precise questioning challenges pupils to think deeply and provides the opportunity for pupils to connect their learning across subjects. For example, Year 5 pupils enjoyed learning about the importance of a healthy diet. This developed scientific knowledge as well as developing their writing skills. Where teaching is less effective, all groups of pupils are given the same tasks to do with the result that for some the work is too easy and for others too hard. Worksheets are given that are sometimes not challenging enough. However, good use of assessment to track pupils' on-going progress leads to school leaders spotting underachievement quickly, so that it can be tackled effectively. Pupils are growing in confidence to assess their own work and respond to their teacher's marking to improve their understanding. Although pupils know their targets, they are not always sure how to reach the next level in their work.

The pupils are appreciative of and enjoy the rich curriculum that provides a wide range of well-planned activities that are effectively supported by a range of visits and visitors. Pupils and parents and carers are overwhelmingly supportive and have been

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

actively engaged in developments to provide a topic-based curriculum that extends meaningful links between subjects and offers pupils a broader range of experiences. There are genuine strengths demonstrated in pupils' achievement in the creative arts and this contributes to a very stimulating school environment. Indeed, the quality of display of pupils' work in classrooms and on corridors is highly impressive. Opportunities for pupils to develop their writing skills in all subjects is an area that senior leaders have recognised, rightly, as an area for development. Participation rates in the wide range of extra-curricular activities are high. These enrichment activities make a significant contribution to pupils' personal development.

The school provides an extremely welcoming and secure environment. Meticulously planned transition arrangements ensure pupils move confidently between the different stages of their education. The work of the Parent Support Worker has been fundamental to the school's success in ensuring all families and pupils whose circumstances may make them vulnerable are very effectively supported. The caring and inclusive nature of the school is exemplified in school assemblies. For example, in the school's weekly celebration assembly, pupils, parents and carers and members of the local community come together with a generosity of spirit to celebrate the success of the pupils and the school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and a committed senior leadership team lead by example and engender good teamwork and accountability among all staff. It is very much a team approach and, as a result, all staff feel valued and share a common vision for taking the school forwards. Plans for improvement, which are supported by accurate quality assurance processes, identify priorities for improvement in all aspects of school life. These are supported by well-defined opportunities for individual and whole-school staff professional development programmes. Monitoring and evaluation of the quality of teaching and the curriculum are systematic and accurate. The school promotes equality of opportunity well. The leadership team is tackling variations in pupils' progress well but recognises that this is a work in progress and more needs to be done to ensure higher attainers reach their full potential.

The governing body fulfils all statutory responsibilities and is actively involved in the daily life of the school. It works well with the headteacher to set the strategic direction of the school and is very secure in holding the school's leadership team to account. Safeguarding arrangements are satisfactory and all statutory responsibilities are met fully. Leaders and managers are working effectively to ensure that record keeping in relation to safeguarding is more fully comprehensive. Links with parents and carers are outstanding and there are many examples of where their views are taken into account and acted upon. For example, changes to how the school reports

on pupils' progress have been made as a result of parents' and carers' proactive involvement. Pupils benefit from good partnership activity with a range of outside agencies, other local school clusters and links with the local high school. The school knows its community well and reaches out to meet the needs of all members of the community; it is very much an inclusive approach. The school leadership effectively promotes community cohesion, with the school and local community working harmoniously together. The strong links with a school in Ethiopia and visits and visitors help pupils appreciate diversity beyond their own immediate community.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter with skills generally below those expected for their age, although this varies slightly from year to year. The bright, welcoming environment ensures children quickly feel safe, secure and ready to explore the wide variety of exciting and well-planned activities. Good relationships with their teachers and with other children ensure that they settle quickly and become confident learners. Children happily work together, sharing and taking turns. As a result of good teaching and a curriculum which provides a good balance between activities chosen by children and those led by adults, children make good progress in all areas of learning. The outdoor area is stimulating and is well used by the children to develop their imagination and explore learning independently.

Leadership and management are good and promote effective team work. Staff have very sound knowledge of good practice in Early Years Foundation Stage. They use their skills well to plan for the learning needs of individual children and on-going assessment is used very effectively. The profiles of children's progress are detailed and used systematically to track the progress of individual children. Leaders work hard to ensure that the relationship with parents and carers are strong and support the individual needs of children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers who returned questionnaires was well above average. All parents and carers who responded to the questionnaire indicated that their children enjoy school and that the school keeps them safe. The vast majority feel that teaching is good and meets their children’s particular needs. Comments such as: ‘There is no better primary school’ and ‘I cannot praise the staff of this school enough’ were typical. A very few parents and carers expressed concerns about how the school deals with unacceptable behaviour. The inspection team followed up these concerns analysing a range of documentation and holding discussions with pupils and staff. Inspectors judge that both the behaviour of the pupils and the school’s management of behaviour are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coates Lane 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 103 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	84	16	16	0	0	0	0
The school keeps my child safe	94	91	8	8	0	0	0	0
The school informs me about my child's progress	65	63	36	35	1	1	0	0
My child is making enough progress at this school	69	67	31	30	3	3	0	0
The teaching is good at this school	79	77	23	22	1	1	0	0
The school helps me to support my child's learning	78	76	22	21	2	2	0	0
The school helps my child to have a healthy lifestyle	76	74	27	26	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)	74	72	25	24	1	1	1	1
The school meets my child's particular needs	75	73	27	26	1	1	0	0
The school deals effectively with unacceptable behaviour	77	75	23	22	3	3	0	0
The school takes account of my suggestions and concerns	75	73	25	24	1	1	0	0
The school is led and managed effectively	89	86	13	13	0	0	0	0
Overall, I am happy with my child's experience at this school	89	86	11	11	1	1	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 Coates Lane Primary School, Barnoldswick, BB18 6EZ

Thank you for the friendly welcome you gave the inspectors and for being so polite and kind when we inspected your school. We enjoyed meeting you and seeing you enjoying learning and the many interesting things you do.

You go to a good school. You make good progress in your learning. Your teachers are working hard to help you achieve well. It was pleasing to see how much you are enjoying doing your topic work. You behave well and you play well together. We really liked the way in which the older children care for and help look after the younger ones. Having lunch with you was very pleasant, and it is good that you are adopting healthy lifestyles. You know how to stay safe and many of you told us how much your teachers care about you.

Your headteacher, staff and governors are working hard to help you do even better. To help them achieve this we are asking them to:

- give you more opportunities to practise and develop your writing skills
- help those of you who are faster learners achieve higher levels in English and mathematics by the end of Key Stage 2
- give you more opportunities to work independently and find out more things for yourselves.

Once again, thank you for making us so welcome. All of you are a credit to your school. I am confident you will continue to play your part in helping you school carry on improving.

Yours sincerely

Andrew Morley
Lead Inspector

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