

Coates Lane Primary School

Kirkstall Drive, Barnoldswick, Lancashire, BB18 6EZ

Inspection dates 23–24 June 2015

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- This is a happy, friendly and welcoming school. The headteacher and other senior staff lead with ambition and have high aspirations for pupils. Changes to staffing and a rigorous approach to checking classroom practice have led to improved achievement.
- Pupils are well behaved, polite and respectful. They are proud of their school and are keen to learn, work and play harmoniously together.
- All groups of pupils achieve well in reading, writing and mathematics. As a result of a concerted effort by staff, there has been a significant improvement in the quality and quantity of writing that pupils complete.
- Children settle well into the Reception class and, as a consequence of enthusiastic and effective teaching, they make good progress.
- Pupils speak very positively about the school and the opportunities that staff provide for them. They know how to keep themselves safe and older pupils sensitively care for their younger peers.
- Teaching is good throughout the school and is characterised by very strong relationships between staff and pupils.
- Governors support and challenge school leaders effectively. They use their strong knowledge of the school to ensure its performance is rigorously monitored.
- All parents who completed a survey strongly agreed that they would recommend Coates Lane to other parents.

It is not yet an outstanding school because

- On occasions, the work provided for pupils does not take sufficient account of their previous learning. As a consequence, the development of pupils' knowledge and skills is not always effectively built upon.
- Several subject leaders are relatively new to post and, although well intentioned, their impact on learning across the school is not yet fully effective.
- Teaching assistants in some classes do not always support pupils' learning as well as they might.

Information about this inspection

- Inspectors observed lessons in every class of the school.
- Inspectors held discussions with senior leaders, members of staff, groups of pupils, three governors including the Chair of the Governing Body and a representative of the local authority.
- Inspectors examined a wide range of documentation, including that relating to safeguarding, behaviour and attendance.
- Inspectors spoke to pupils informally during the school day and observed them during playtime, lunchtime and before and after school. They also met formally with small groups of pupils.
- Inspectors heard a number of pupils read.
- Inspectors took note of displays around the school and facilities in the school grounds.
- Inspectors examined the school's tracking of pupils' progress alongside the work in pupils' books.
- Inspectors considered the views of 36 parents who completed Ofsted's online survey, Parent View, as well as the 26 responses they received to the inspection questionnaire for school staff.

Inspection team

Ian Hardman, Lead inspector

Her Majesty's Inspector

John Gornall

Her Majesty's Inspector

Information about this school

- Coates Lane Primary School is a slightly smaller than average-sized primary school.
- The proportion of disadvantaged pupils, those supported by the pupil premium funding, is below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- Most pupils are of White British heritage and most speak English as their first language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children attend the Reception class full time.
- The proportion of disabled pupils and those with special educational needs is below average.
- There have been significant changes to the leadership team and in staffing since the last inspection. The headteacher has been in post since September 2013, having previously been the deputy headteacher. A new deputy headteacher was appointed in January 2014. Four new teachers and three new teaching assistants joined the school in the last year.

What does the school need to do to improve further?

- Ensure that the work provided for all pupils takes sufficient account of their previous learning.
- Develop the work of subject leaders to ensure that they have a greater impact on pupils' learning across the school.
- Develop the skills of teaching assistants to ensure that they always support pupils' learning effectively.

Inspection judgements

The leadership and management are good

- The headteacher, well supported by senior leaders and governors, has a clear and ambitious vision to make the school the best it can be. She has developed a culture where the needs of pupils come first and an ethos which is welcoming, happy and purposeful. As a result, the quality of teaching and pupils' behaviour are consistently good.
- Senior leaders' evaluation of the school's performance is rigorous and accurate. They know the school well and understand what needs to improve further. There are robust plans in place to check on the quality of teaching, learning and the progress that all pupils make.
- Subject leaders, many of whom are relatively new to post, are working hard to develop an exciting curriculum. However, their impact on ensuring good progress in their subjects across the school is too variable.
- The teacher responsible for disabled pupils and those who have special educational needs provides strong leadership. She uses information well to track the achievement of these pupils. Where pupils are not making good progress, she ensures that they have extra support to help them catch up.
- Senior leaders are successfully narrowing the gap in achievement between disadvantaged pupils and other pupils within the school and nationally. Pupil premium funding is spent effectively to ensure that any barriers to learning are removed and that these pupils achieve well.
- The primary physical education and sport funding is used well to increase pupils' participation in sport, provide staff training and secure the services of specialist sports coaches. There is a wide range of after-school sporting clubs and pupils now have more opportunities to compete against other school teams. The specialist sports coach works with all teachers to help develop their skills and knowledge.
- The spiritual, moral, social and cultural development of pupils is strong. A rich and diverse curriculum provides pupils with opportunities to study other faiths. For example, during a religious education 'themed week', several religious leaders from other faiths visited the school, representing Judaism, Islam and Methodism. Pupils' understanding of modern Britain and British values, such as democracy, is also promoted well, including through their study of the recent parliamentary election. Pupils have elected their own eco-team members and pupil leadership team. They also learn to speak conversational French, thanks to the skills of a visiting French teacher.
- Senior leaders are mindful of their duty to ensure equality of opportunity. All groups of pupils achieve well and pupils and parents say that pupils from all faiths, cultures and backgrounds are safe. The school fosters good relations with families from all faiths and cultures.
- The school's arrangements for safeguarding are robust and meet statutory requirements. Staff receive regular training and are well versed in how to keep children safe. Rigorous checks are completed on all new staff and regular visitors to the school, and leaders ensure that records are kept up to date. Case studies of the school's work show that, where pupils are at risk, policies are closely adhered to and the school engages well with other agencies to ensure that vulnerable pupils are safe.
- The local authority has provided good support to the school. It has supported the governing body with the appointment of senior leaders and has brokered links with other successful schools to support leaders. A tailored package of training has been established for teachers and governors to ensure ongoing school improvement.
- **The governance of the school:**
 - Governors have a clear view of the school's strengths and weaknesses. Consequently, they are able to support and challenge school leaders effectively. They provide a range of relevant skills and experience which helps to drive improvement. They share the passion and determination of school leaders in achieving the school's commendable mission statement, which is 'to inspire and challenge everybody to reach their potential within a fun and supportive community'.
 - Governors visit the school regularly to familiarise themselves with the school's performance. For example, they complete learning walks around the school to see what is being taught, attend meetings and training with senior leaders, and speak with pupils to check on their learning.
 - Governors have a detailed understanding of the procedure for managing teachers' performance. They help to ensure that underperformance is tackled and good teaching is rewarded. They have a clear idea of the quality of teaching due to their rigorous monitoring of classroom practice.
 - Governors know how the additional pupil premium funding is spent and its impact on the achievement of disadvantaged pupils.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. It is a real strength of this school. Pupils are proud to come to Coates Lane and are highly courteous towards each other, to staff and to visitors alike. Pupils hold doors open for each other and adults and readily say 'hello' or 'good morning' as they walk around school; their manners are impeccable. Their attitudes to learning in classes are consistently positive.
- Teachers have high expectations of pupils' behaviour. The behaviour policy is consistently applied by all members of staff and the consequences of poor behaviour are well known by the pupils, along with the rewards for good behaviour. Pupils enjoy gaining 'planet points', smelly stickers and raffle tickets which might lead to getting a prize when they have behaved well. In all classes, in an assembly, around school and outside on the playground, inspectors only witnessed very positive behaviour. There have been no exclusions from school in the last seven years.
- Pupils are of the opinion that behaviour is good most of the time. They say when there are occasional arguments, these are quickly sorted out by staff. They talk eagerly about the 'bullying clinic' where they can go and talk to adults in the school if there are any issues with behaviour. Pupils' knowledge of different kinds of bullying is strong because the curriculum includes much work on behaviour, such as holding anti-bullying week every year. Vulnerable pupils spend weekly sessions with a family mentor who is a trained play therapist and counsellor. The mentor also works with families who need extra support.
- Pupils enjoy taking on roles of responsibility in school. Older pupils enjoy being playground leaders where they ensure that all pupils have somebody to play with. There is also a pupil leadership team who meet with the headteacher to discuss how things might improve in school. Pupils are listened to and their voices are heard.
- Inspectors reviewed case studies of pupils who have arrived at Coates Lane from other schools where the pupils' previous behaviour had been problematic. Leaders make sure that all staff are aware of potential issues of behaviour for newly arrived pupils and how these should be dealt with. This consistent approach ensures that new pupils settle quickly into school life and make good progress.
- In a small number of lessons, there are rare occasions of low-level disruption which are quickly dealt with by staff. This normally occurs when the pace of teaching slows or when pupils are not fully engaged in their learning.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils feel safe in school and this is a view shared by all parents who completed the Parent View questionnaire. Pupils know how to keep themselves safe, including when using the internet. One pupil said: 'You should never put any personal information on the internet or put a picture of yourself on there. It is better to use a cartoon image instead of a photograph.' They are also well aware of the different types of bullying, including cyber bullying.
- Leaders have ensured that staff and governors are well trained to help keep pupils safe. For example, training has been completed on child protection, safer recruitment, radicalisation and female genital mutilation. The school has robust policies in place which are adhered to by staff and ensure that the school is a safe environment. The school has rigorous systems to ensure that pupils are safe on site. The site is both safe and secure. All adults, including visitors, are vetted as being suitable to work with children and the recording of information is robust. Case studies demonstrate that pupils whose current circumstances might make them vulnerable are well supported by staff, who work with other agencies when necessary.
- Leaders have worked very hard to maintain a high level of attendance which is well above the national average.

The quality of teaching is good

- The teaching at Coates Lane is characterised by warm relationships between the staff and pupils. As a result, the atmosphere in classrooms is purposeful and inclusive. Pupils readily talk to each other to discuss and develop their ideas. Staff have high aspirations for pupils and expect them to work hard and behave well. Pupils relish exciting and imaginative challenges, such as when a Year 3 class developed quick recall of their times tables by playing 'rock, paper, scissors'.
- Developing reading skills is given a high priority in the school. Daily reading lessons ensure that pupils have the opportunity to read to adults or complete other reading tasks, such as developing their

comprehension skills. Pupils read regularly at home and good links have been developed between home and school through reading records. In the Reception class, a child read a challenging text to an inspector with much confidence. She then discussed her writing in a 'reading journal' in which she proudly wrote a book review after reading each book.

- Pupils' knowledge and skills in mathematics are developed by having a whole-school calculation policy which outlines how pupils can build on their prior learning when completing calculations. Work in pupils' books shows that they have lots of opportunities to practise their calculation skills, but they do not always have enough opportunities to use these skills to develop their mathematical reasoning when solving problems.
- Teachers plan activities that pupils enjoy. These often act as a stimulus for writing, such as in English where pupils' discursive writing was prompted by a discussion about the effects of deforestation on the global environment. Pupils then wrote an effective, balanced argument about the pros and cons of deforestation that drew on their research.
- Teachers have completed training in the effective use of questioning. They question pupils skilfully to first assess what they understand and then help pupils to develop their learning further. Teaching assistants have also completed similar training, but they do not always use questioning well enough to allow pupils to think for themselves.
- School leaders have emphasised the importance of having a vibrant and informative learning environment. Classroom displays have a good mix of useful information, such as key vocabulary and punctuation. 'Working walls' for mathematics and English work allow pupils to see examples of work they have completed previously and help pupils to remember their previous learning. Displays in classrooms and around the school celebrate pupils' achievement in a wide range of subjects, particularly in writing and art.
- Where teaching is strong, teachers are skilled at knowing what pupils can already do and ensure that new learning builds on this. This ensures that the progress pupils make is swift. In some classes, however, the work pupils complete is not always at the correct level. It is too easy for some and too hard for others. Where this is the case, the rate of progress for pupils is slower.
- Teachers mark pupils' work regularly. 'Next steps' comments in pupils' books challenge pupils to think carefully about their previous learning. Learning is enhanced by asking pupils to complete further, more challenging examples or to answer key questions. For older pupils, there is a good learning dialogue between the pupil and teacher which shows that pupils value this ongoing assessment and are using comments to help them to understand their work better. School leaders recognise that the standard of pupils' handwriting is an area for improvement.

The achievement of pupils is good

- By the time pupils leave the school in Year 6, they achieve as well as all pupils nationally, with some doing better than this. The school is particularly effective in ensuring that all groups of pupils in the school, including disabled pupils and those who have special educational needs, the disadvantaged and the most able, achieve well.
- Senior leaders and governors have focused resources and time on improving the quality of teaching. As a result, pupils' overall achievement across the school is good.
- Key Stage 1 assessments in 2014 show that most pupils achieved the expected levels for their age in reading and writing. However, in mathematics, fewer pupils were successful and the proportion of pupils reaching the expected level was below the national average. Based on accurate assessments of pupils' current work, the school is expecting achievement in mathematics to be better this year and more in line with the national average. This is supported by inspection evidence.
- Key Stage 2 national assessments in 2014 show that pupils' attainment in reading, writing and mathematics was similar to that of all pupils nationally. The school's assessment records show an improved profile of achievement over time. Inspection evidence from lesson observations, a scrutiny of pupils' books and discussion with pupils about their work, indicate that the school's expectations of improved results in national tests are realistic.
- Progress over time, as indicated in pupils' books, is slightly stronger in Key Stage 2 where teachers are more experienced. Key Stage 2 assessments in 2014 also indicate strong progress over time. The proportions of pupils who made at least the progress expected of them and more progress than expected in writing and mathematics were above the national average. In reading, these figures were slightly lower although pupils' progress was still similar to the progress of other pupils nationally.
- The proportion of Year 1 pupils who reach the expected standard in the national screening check for phonics (the sounds that letters make) is now similar to the national average. This indicates a significant

improvement from the previous year. Pupils' reading skills, including those of lower ability, are developing well, as evidenced by pupils reading to inspectors.

- Disabled pupils and those who have special educational needs achieve well. Their progress is carefully monitored by regular assessments of their work. When pupils are not making the progress expected, plans are quickly put into place to ensure that they catch up rapidly.
- In 2014, the attainment of disadvantaged pupils in mathematics and writing at the end of Year 6 was around three terms behind their peers in school and other pupils nationally. The gap was smaller in reading, where disadvantaged pupils were a term behind their peers in school and others nationally. Every disadvantaged pupil in Year 6 made at least the progress expected of other pupils nationally in writing and mathematics in 2014, but the progress made by these pupils in reading was slightly lower. The proportion of disadvantaged pupils making more than expected progress was similar to or above the progress of other pupils nationally.
- Recent school records indicate that disadvantaged pupils across the school are making good progress. A provision map, which outlines all of the support for every disadvantaged pupil in school, is managed well by the leader responsible. This helps her to oversee individualised support and, importantly, how much progress individual pupils are making.
- The most-able pupils make at least the progress expected of them in writing and mathematics, but progress was slower in reading. In the 2014 national tests, the proportion of pupils reaching the higher Level 5 was below that of other pupils nationally in reading and writing, but was similar to the national average in mathematics. Challenge for the most-able pupils has been a focus for improvement in the last year and current school records indicate that the achievement of most-able pupils has improved. Higher levels of challenge for these pupils was also noted by inspectors when they reviewed pupils' work. These pupils have enjoyed a broader curriculum, for example by attending a mathematics club, animation club and also art workshops where they worked with able artists from other schools on a joint project.
- Pupils' achievement in other subjects is developing well. A new, broad and balanced curriculum was introduced in 2014 and the school has enriched learning opportunities by taking pupils on visits and by inviting visitors into school. Pupils' achievement in art is a real strength. The school works closely with other schools locally to share expertise in art and several after-school workshops have been completed. Pupils are proud of their impressive art work in the style of Jackson Pollock that is displayed around the school.

The early years provision

is good

- Children join the school with a broad span of knowledge and skills which are below those typical for their age. The majority of children have attended nursery provision prior to joining school. They make a good start in the Reception class, settling in quickly to its routines and activities. The Reception classroom is colourful, vibrant and welcoming. The children are happy and enjoy learning and exploring the many exciting opportunities provided for them. A particular strength of the early years provision is the high number of support staff who, together with the teacher, ensure that the children receive a lot of individual attention, care and support. The high adult-to-child ratio results in a high level of verbal interaction. This is particularly effective in developing the children's confidence in using language and enhancing their communication skills.
- Teaching in the early years is good; it builds upon children's interests and helps to develop their love of learning. In a literacy lesson for instance, children thoroughly enjoyed responding to a surprise letter from 'Pirate Pete'. They went on to explore a theme about water, how it moves and how best to construct a boat. The children also love working with numbers and chanting out number sequences forwards and backwards. They can count in tens to 100 and can count backwards from 30 to zero. The most able understand two-digit numbers and can explain how many tens there are and how many units there are in any two-digit number. As a result of effective and well-planned teaching, the children make good progress and are well prepared to enter Year 1.
- Expectations of behaviour are high and adults help children to understand the importance of treating one another politely and with respect. As a consequence, children's behaviour is good. Children share resources and play and learn together harmoniously. They are effectively supervised by staff who ensure that they are kept secure and safe, while not hampering their imaginative play.
- The learning environment is stimulating and purposeful. Teaching promotes the importance of children listening carefully when information or instructions are given. This ensures that each teaching session runs smoothly and there is a good balance between those tasks that the children must complete and those learning opportunities with which the children choose to engage. The outdoor environment is used well

through the provision of imaginative and exciting activities designed to encourage the children to explore and find things out for themselves. This was evident when the children had to see how they could move water from a higher level to a lower level using a series of pipes and containers.

- The early years manager leads the provision well. She uses accurate and regular assessments to track children's progress and ensure that teaching activities are planned to address any gaps in learning. Parents are well informed about how well their children are doing through regular newsletters and a Reception class weekly blog. Parents are also invited to two drop-in sessions each half term where they can discuss their child's progress with the teacher and other key staff.

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

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| Unique reference number | 119335 |
| Local authority | Lancashire |
| Inspection number | 461761 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 208 |
| Appropriate authority | The governing body |
| Chair | Jilly Sandamas |
| Headteacher | Sarah White |
| Date of previous school inspection | 17 November 2011 |
| Telephone number | 01282 812203 |
| Email address | head@coateslane.lancs.sch.uk |

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