



# Coates Lane Primary School

## Inspection Report

**Unique Reference Number** 119335  
**LEA** Lancashire  
**Inspection number** 280527  
**Inspection dates** 23 May 2006 to 24 May 2006  
**Reporting inspector** Mr Geoffrey Yates

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

<b>Type of school</b>	Primary	<b>School address</b>	Kirkstall Drive
<b>School category</b>	Community		Barnoldswick
<b>Age range of pupils</b>	4 to 11		Lancashire BB18 6EZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01282 812203
<b>Number on roll</b>	208	<b>Fax number</b>	01282 850964
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Stephen Myers
<b>Date of previous inspection</b>	1 February 2000	<b>Headteacher</b>	Mrs Sue Holloway

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 23 May 2006 - 24 May 2006	<b>Inspection number</b> 280527
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average-sized primary school is situated just outside the centre of Barnoldswick in an area of rented and privately owned property. The children's skills on entry to the school cover the full ability range but overall are below the levels expected for their age. The majority of children are of White British background. A very small number of children are at an early stage of learning English. The proportion of children entitled to a free school meal is above average, as is the percentage of pupils with learning difficulties and/or disabilities and of those with statements of special educational need. There are a small number of looked-after children. The school has been enhanced over the years by a number of building projects.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that has many outstanding features and provides good value for money. Inspectors agree largely with the school's self-evaluation, but judge personal development and the care provided to be outstanding. The school is well led and managed by an outstanding headteacher. Clear direction, with the full involvement of an effective governing body, has brought about a shared understanding and commitment to drive the school forward. Teaching is good throughout the school, with assessment information used well. However, teachers sometimes miss opportunities to give children pointers for improvement when marking their work. In 2005, the results of the national tests for Year 6 showed standards to be above average in English, mathematics and science. This reflects good achievement. The curriculum is good, but children have too few opportunities to use their good writing skills in other subjects. The school building has been considerably improved so that children work in a bright, stimulating environment. In its accurate evaluation, the school claims that, 'We never let the grass grow under our feet; we're too busy digging it up for the next school improvement'. The school's provision for children's care, safety and support makes a particularly strong impact on their personal development. All aspects of 'Every Child Matters' are intrinsic to the life of the school. The provision for children with learning difficulties and/or disabilities is outstanding. Attendance is above average because children enjoy school and parents are extremely satisfied with what it provides. The school has a good capacity for further improvement.

### What the school should do to improve further

- Provide more opportunities for children to use their good writing skills in other subjects.
- When marking children's work, consistently provide written comments on how they might improve on their previous best.

## Achievement and standards

### Grade: 2

All pupils achieve well and make good progress, whatever their capability or background. Children start the Reception year with standards of attainment which are below average. They make good progress, both academically and in their personal development, and by the time they enter Year 1, their skills are typical for their age. By the end of Year 2, standards are broadly average in writing and above average in mathematics and reading. This is a good achievement. In 2005, the school exceeded its challenging targets in the national tests for Year 6, with above average attainment in English, mathematics and science. In all three subjects, the school came in the top 20% in the country for achievement in Years 2 to 6. Over a third of the current Year 6 class has learning difficulties, and an above average number joined the school at a late stage. Nevertheless, the school's own assessments show that results are at least in line with national expectations. Achievement remains good.

## **Personal development and well-being**

### **Grade: 1**

Children's personal development and well-being are outstanding. They develop responsibility, very mature attitudes and the ability to make excellent relationships. Children are very proud of their school and have very positive attitudes to learning. They greatly enjoy school and their good attendance reflects this. They work hard and strongly appreciate what the school does for them. As one child put it, 'You can have fun but you've got to be sensible at the same time'. Behaviour in lessons and at other times of the day is exemplary, with children showing respect and consideration for others. They enthusiastically accept responsibility, for example, by looking after the office at lunchtime, and are cheerful, polite and helpful to visitors. Children are very aware of the benefits of healthy eating and physical activity and know how to keep safe. They are pleased that their views are listened to. For example, the school council has been instrumental in organising a 'Bob-a-job week' to raise money to pay for visiting artists.

Children's spiritual, moral, social and cultural development is good, especially the moral and social aspects. For example, in an assembly, children reflected thoughtfully on the implications of the parable of mustard seed for their own lives. They are very clear about right and wrong, and their efforts to raise money for a variety of charities effectively develop their awareness of the community outside school. Their positive attitudes and above average basic skills equip them very well for future stages of their education and lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good throughout the school. A strong feature is the use of questioning to extend children's answers and deepen their understanding. Relationships are very good. Teachers' use of a variety of resources, including computers and electronic whiteboards, engages children's enthusiasm. Children enjoy the learning activities, for example, 'mini-beast spotting' in the Reception class. Most children's very good levels of concentration and behaviour match teachers' high expectations. Teaching assistants work closely and effectively with teachers to support identified individuals or groups. Teachers use assessment well to plan and adapt work to suit children's different learning needs. They mark children's written work regularly, but sometimes miss opportunities to provide comments that help them improve further. The needs of pupils with learning difficulties and/or disabilities are clearly identified and all pupils are effectively supported to enable them to make the same good progress as their peers. Gifted and talented children are identified and given suitably challenging work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Children enjoy an interesting and stimulating curriculum that is enriched by a very good variety of additional activities. It is planned well to meet the needs of all children, including those with learning difficulties and/or disabilities and the higher attaining pupils. The school building has been tastefully improved and provides a stimulating environment for learning. Meaningful links are made between subjects. For example, both science and physical education teach children about diet, exercise and good health. Art, drama and music enjoy a high profile and children benefit greatly from working with visiting artists. Throughout the school, good attention is given to developing pupils' basic skills in literacy, numeracy and ICT. However, children could be given better opportunities to practise and enhance their good writing skills in other subjects such as history and geography. The curriculum for children in the Foundation Stage is of a very high standard and achieves a good balance between structured learning and play activities. The outside resources are outstanding and are used well in all areas of learning.

A good range of extra-curricular activities, including a residential visit, provide appropriate opportunities for children to broaden their experiences and develop their interests in fields such as craftwork, music and sport. The use of visits and visitors enriches learning so that children really enjoy school. Annual school productions, such as an excellent version of 'Treasure Island', provide outstanding opportunities for children to use all their skills and to gain experience of taking part in public performances. Provision for sport is good and children take regular exercise. Courses on safety, relationships and drug awareness encourage children to adopt a safe and healthy lifestyle.

## **Care, guidance and support**

### **Grade: 1**

The school's procedures for all aspects of care, guidance and support are outstanding. Children say they like and trust their teachers, and feel happy and secure in school. They are made to feel that they all matter. One child, when asked what was good about the school, said, 'People really, really help you'. Child protection procedures are well established. Staff are clear about their responsibilities so that quick identification and support can be provided whenever necessary. Strong links with outside agencies are used very well to support the school's work. The school has received a best practice award for the education of children with long-term special needs. Guidance for pupils in aspects of personal development, such as dealing with problems and relationships, is very carefully thought through and of outstanding quality. Relationships between teachers, other adults and children are caring and highly supportive. Teachers are good at encouraging pupils to adopt safe and healthy lifestyles. Children with learning difficulties and/or disabilities and those who are looked after are all well supported. The small number of children who speak English as an additional language have all their needs met. The pride that children take in their own work promotes higher achievement. They know their targets and understand how they can use them to

improve their work. The assessment systems are good and the information gathered is used well. The self-assessment skills developed by older pupils contribute to raising standards.

## **Leadership and management**

### **Grade: 2**

Inspection confirms the school's view that leadership and management are good. The headteacher's very strong leadership is fully endorsed by governors and staff. She drives improvement with a very clear vision and exceptionally good knowledge of the school's strengths and weaknesses. This is because the school's self-evaluation is good. The headteacher receives very good support from the assistant headteachers. All the staff share her passionate commitment to the children, and her determination that all will develop as confident and successful learners. Responses from parents show that they overwhelmingly hold the school in high regard. Central to the school's vision is the full inclusion of everyone.

The senior management team monitors teaching and learning very well. Subject leaders evaluate standards and provision thoroughly in their areas and use the information well to inform the planning of future learning. As a result, above average achievement in the core subjects has been maintained. Where improvements were necessary, as in writing, decisive action has been taken. Governors are well informed and knowledgeable about the school, and very ably led by an outstanding chairman. They successfully challenge the school's leadership where appropriate and give effective support in their strategic role.

The school uses its resources very efficiently. Communication at all levels is very good and includes substantial consultation with parents and pupils. Very effective links with other schools and external agencies give good support to curricular improvements and children's progress. The school has made good improvement since the last inspection and is well placed to continue to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

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

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

Coates Lane Primary School

Kirkstall Drive

Barnoldswick

Lancashire

BB18 6EZ

25 May 2006

Dear Children

The inspectors thoroughly enjoyed visiting your good school. We were delighted that many of you wished to talk with us and we were impressed by the courtesy and help you provided. It was exciting to see part of your very good version of 'Treasure Island.'

What we really liked about your school were:

your outstanding behaviour and attitude to work and the outstanding care you receive

the excellent relationships between the children and the adults in the school

the good progress that you make in learning about English, mathematics and science because of the good teaching you receive

the way Mrs Holloway runs the school so well.

To make your school even better, we have asked your teachers:

to give you more opportunities to use your good writing skills in subjects such as geography, history and religious education

to be more consistent in giving you written comments on how you might improve your work when they mark your books.

Mr Calderbank and I wish you good fortune for the future.

Yours truly

Geoffrey Yates

Lead Inspector