

Coates Lane Primary School

Inspection report

Unique Reference Number	119335
Local Authority	Lancashire
Inspection number	327003
Inspection dates	18–19 March 2009
Reporting inspector	Yvonne Clare

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	189
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Mark Scarlett
Headteacher	Mr Graeme Lucas
Date of previous school inspection	23 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Kirkstall Drive Barnoldswick Lancashire BB18 6EZ
Telephone number	01282 812203
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average primary school. Most pupils are of White British heritage. A small proportion of pupils are eligible to receive a free school meal. The percentage of pupils with learning difficulties and/or disabilities is below average, although an above average proportion has a statement of special educational need. The school has Early Years Foundation Stage provision consisting of one Reception class.

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, with a strong sense of community which results in good care, support and guidance that contribute well to pupils' good personal development. The strong sense of pride in the school is reflected in the good quality of the learning environment, colourful displays and effective administration and maintenance. This school is warm and welcoming and provides an atmosphere that is safe and where pupils' relationships with each other, and with staff, are good. Its partnerships with others, through networks and links, are good and enhance the provision for pupils. All of the parents feel that school is a happy and caring haven. The view of one parent typified that of the majority with the remark, 'My children love going to Coates Lane and have such a positive attitude to learning.'

Achievement is good for the large majority of pupils, including those with learning difficulties and/or disabilities. By the end of Year 6, standards are above average. Children make good overall progress in Years 1 to 6 with it accelerating as pupils move into Key Stage 2. The majority make good progress in the Reception class and enter Year 1 with average standards. Teacher assessments show standards at the end of Year 2 are average. Most pupils make at least satisfactory progress but few pupils exceed the level expected for their age and this is holding down overall standards. While the results in the 2007 national tests for Year 6 show that standards were above average in mathematics and science, they were broadly average in English. In 2008, unvalidated results for Year 6 indicate standards improved and were above average in English, mathematics and science following a successful school focus on writing. At times, the more able pupils are not sufficiently challenged and could achieve more throughout the school.

Pupils' personal development is good and they are well prepared for the next stage of their education. Pupils develop into friendly, well behaved and reliable young people who contribute well to the school and local community. They have a good understanding of how to stay safe and healthy and understand the importance of taking regular exercise. School council members take their work seriously and play an important part in the school. Appropriate procedures are in place to promote health and safety, child protection and the safeguarding of pupils. Pupils feel safe and secure; the weekly 'Bullying Clinic' provided for pupils is rarely used. Pupils trust their teachers and love school; the good attendance is testament to this. Overall pupils' spiritual, moral, social and cultural development is satisfactory. They have good social skills and respect each other. However, their understanding of the cultural and richness of modern society is relatively weak.

Teaching and learning are good. Assessment information and a recently revised tracking system provide opportunities to inform pupils' progress and enable teachers to match tasks to ability. This is not always used, however, to challenge the most able pupils. A good curriculum places an emphasis on pupils acquiring relevant skills. It is increasingly being adapted to exploit pupils' own experiences to bring learning to life. Opportunities to learn French, sing in the school choir, visitors and a good range of out of school activities enhance learning very well.

Leadership and management, including governance, are good. The recently appointed headteacher and deputy headteacher provide strong leadership giving it a good capacity to improve in future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Well managed provision in the Reception class ensures that children get off to a very good start in their school lives. Children have a wide range of abilities and development on entering the Reception class. Overall, this is below what is typical for their age. There are some areas for development where many children show moderate weaknesses, particularly in their social and creative skills. Their overall progress in Reception is good and by the time the children move to Year 1 their attainment is average. Well established routines and a high child to adult ratio ensure that children's welfare is outstanding. Children feel secure and thrive in the caring atmosphere. Their personal development, in particular, is extremely well supported, so children quickly develop independence, are confident and behave well. Children play and learn well together, frequently showing good levels of concentration and effort. Staff gets to know and respond to each individual child very well. Careful observation and good assessment arrangements help staff to quickly identify and provide support for any children with additional learning needs. The Reception class is well led and managed by an effective leader who analyses data effectively so that the needs of different groups of children are fully met.

What the school should do to improve further

- Make better use of assessment in lessons to provide higher challenge for the most able pupils throughout the school.
- Improve the provision for developing the pupils' knowledge and understanding of the cultural richness and diversity of modern Britain.

Achievement and standards

Grade: 2

Achievement is good and standards are above average. Pupils start in Year 1 with average standards and leave in Year 6 above average. Since 2005 standards by the end of Year 2 have been broadly average showing most pupils make at least satisfactory progress. Teachers' assessments show that not enough pupils exceed the level expected for their age in reading, writing and mathematics.

Progress is good in Key Stage 2. In 2007 results of national tests at the end of Year 6 were above average in mathematics and science and broadly average in English. The 2008 unvalidated test results indicate that standards in English rose to match the above average standards gained in mathematics and science. This was a consequence of a successful school focus on writing. Current standards show that these above average standards have been sustained in English, mathematics and science. Most pupils now make good progress except for the more able pupils who are not sufficiently challenged to ensure they make enough progress as they move through the school.

Pupils with learning difficulties and/or disabilities are well supported and make good progress. This is especially true of the high number of pupils with a statement of special educational needs who benefit from support from visiting professionals.

Personal development and well-being

Grade: 2

Personal development is good and very good relationships result in a happy school. Parents say that 'the teachers and staff go that extra mile to make the school a happy one'. Pupils contribute well to the school community, for example, by willingly accepting responsibilities for tasks around school and eagerly partake in a wide range of out of school clubs and activities. They readily participate in the local community by their fundraising, singing and entertaining the elderly with their Christmas plays. Pupils feel they have a role in the decision making of the school and take their role on the school council seriously. Attendance is above average and pupils generally work hard, learn and behave well. Pupils understand about healthy food options and are aware of why a healthy diet and exercise helps them to grow and learn. The pupils' spiritual, social, moral and cultural development is satisfactory overall. While pupils develop good social skills and have a good understanding of right and wrong, their awareness of cultural development is a relative weakness. Older pupils have high aspirations and know what they must do to progress in the world of work. They are well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good resulting in good progress overall. Teachers are enthusiastic, have good subject knowledge, enjoy their work and are committed to the pupils they teach. Throughout the school pupils respond to work extremely well, partly due to the good relationships that exist between staff and pupils. Teaching assistants are deployed effectively in lessons. In every class teachers establish orderly routines which children follow. Everyone works together as a team to make learning fun and to support pupils. They work hard to praise and encourage pupils and reinforce desirable behaviour and attitudes. Good quality displays of pupils' work brighten classrooms and corridor environments. In most good lessons seen, tasks were interactive, promoting high levels of interest amongst pupils, questioning was challenging; pupils were expected to make decisions and to evaluate their own learning. These features combined to lead to a fast pace of learning and above all make lessons enjoyable. While good assessment and tracking procedures are in place, they are not always used consistently to provide tasks that are challenging enough for the most able. Marking is becoming a useful tool in ensuring pupils know how to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good and focuses well on the core subjects including information and communication technology (ICT). Despite fulfilling statutory requirements it is not consistently meeting the needs of the most able pupils. The emphasis on personal development promotes respect and values amongst the pupils. There are some good additional elements that enrich learning. Examples include the access for pupils to modern foreign languages, to music, by participating in concerts, learning from visitors and visits and taking part in extra-curricular activities. A variety of sporting opportunities promote healthy lifestyle while developing pupils' skills and self-esteem. Provision for personal and social development is a strong feature of the curriculum, although planning and provision for multicultural experiences are at an early stage.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Children are valued and consequently learn in an atmosphere of mutual trust and respect. Relationships with parents and carers are very positive; all feel that the school responds promptly to any concerns they may have. They speak highly of the care and support provided by the school. The school gives outstanding attention to pupil welfare and care and rigorous procedures are in place to safeguard the pupils in its charge. Everyone has the very best interests of the pupils at heart and ensure that pupils are happy and safe. The school seeks advice regularly from external agencies to ensure that pupils with additional learning needs make good progress. There are good procedures for assessing and tracking pupils' progress. It enables good support to be given to most pupils, including those with learning difficulties and/or disabilities.

Leadership and management

Grade: 2

Leadership and management, including governance, are good. Staff work enthusiastically, ensuring that pupils are happy and safe in school. The newly appointed headteacher and his deputy are rightly focused on school improvement. Self-evaluation is accurate and the school has a clear picture of the way ahead. Priorities are translated into actions although timescales for success are not always sharply defined. Senior leaders, including core subject leaders, are effective in their monitoring and evaluation and their actions are raising standards. As yet this good practice is less well developed with the subject leaders of foundation subjects. The school's contribution to community cohesion is satisfactory. Pupils learn effectively about other cultures and religions and the school is involved in a 'Fairtrade' project to broaden pupils' awareness of the global community. However, there are not enough opportunities for pupils to improve their understanding through 'first hand experiences' of the richness and diversity of modern British society. The school promotes equality of opportunity satisfactorily because the most able pupils are not always sufficiently challenged in lessons. Governors are supportive, well informed by the headteacher and are improving their role as 'critical friends.' Performance management targets are closely linked to school improvement and the success of current improvements suggests that the school has a good capacity to maintain its progress.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

20 March 2009

Dear Pupils

Inspection of Coates Lane Primary School, Lancashire, BB18 6EZ

Thank you for making the inspection team so welcome in your school and for your help during the recent inspection. We thought you behaved well and were so polite to all the adults and to each other.

We enjoyed talking to you and listening to what you had to say about your school.

We think Coates Lane is a good school. All the staff work very hard to help you do your best and all of you work as a team to make your school the good school that it is. You told us that you liked school and enjoy your lessons, especially when they are practical and fun, as well as the clubs, visits and visitors.

You told us about staying safe and being healthy. You enjoy all the jobs and responsibilities your teachers ask you to do and the work of the school council who have helped to improve your playground area.

Although you do well, we have asked the school to use what they know about how well you do in your lessons to make sure that your work is really making you think very hard about what you are learning, particularly those of you who find your work easy. We have also asked that staff find ways of broadening your understanding of the cultural diversity of modern society. It was a pleasure to visit your school. Keep working hard and coming to school regularly so that you continue to do well!

Best wishes

Yvonne Clare

Lead inspector