

Colne Lord Street School

Lord Street, Colne, Lancashire, BB8 9AR

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well throughout the school from their different starting points.
- Children get a very good start to their learning in the Early Years Foundation Stage.
- Teaching is good across the school. Staff know pupils well and usually have high expectations of what they can achieve.
- Pupils' behaviour is good. They enjoy coming to school and are keen to learn. They say they are well looked after and feel safe in school.
- School leaders, including governors, have a clear understanding of how well the school is performing and where it can improve further. They have worked well to improve the quality of teaching and raise pupils' achievement since the previous inspection.
- Pupils' spiritual, moral, social and cultural development is strong.
- Parents are very supportive of the school.

It is not yet an outstanding school because

- Expectations of what pupils can achieve are not always high enough, and pupils are not always given work that is hard enough to challenge them to make best possible progress.
- Staff do not always check that pupils respond to the advice and guidance given in their marking.
- There are too few opportunities for teachers to observe outstanding teaching in other schools.
- Middle leaders are not yet fully accountable for the quality of teaching and pupils' progress in their subject areas.

Information about this inspection

- Inspectors observed teaching and learning in 22 lessons. Two lessons were observed jointly with the headteacher or deputy headteacher.
- Meetings were held with school leaders and with five governors, including the Chair and Vice Chair of the Governing Body. Inspectors also met a representative of the local authority.
- Inspectors met two groups of pupils, and also spoke informally to other pupils in lessons and during break and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 2 and Year 5 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and performance management information. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and the local authority reports were also considered.
- Inspectors took account of 17 responses to the online Parent View questionnaire and 43 responses to the staff questionnaire.
- Most Year 5 and 6 pupils were not present for all of the inspection as the school band was participating in a music competition.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Gillian Burrow

Additional Inspector

Katharie Halifax

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Pupils are taught in 14 classes from the Reception Year to Year 6.
- Almost all pupils are from White British backgrounds and speak English as their first language.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals and children looked after by the local authority) is above average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher joined the school in September 2013.

What does the school need to do to improve further?

- Further improve the quality of teaching so that more pupils make good progress by ensuring that:
 - expectations of what pupils can achieve are always high enough
 - work set is always hard enough so that pupils are consistently challenged to make the best possible progress
 - checks are always made that pupils respond to advice about what they need to do to improve the quality of their work
 - there are more opportunities for teachers to observe outstanding teaching in other schools in order to strengthen the impact of their teaching on pupils' learning and progress.
- Improve leadership and management by making sure that middle leaders are more involved and accountable for making checks and improving the quality of teaching and learning in their areas.

Inspection judgements

The achievement of pupils is good

- Most children join the school in the Early Years Foundation Stage with skills and knowledge that are generally below those typical for their age, especially in language and communication. They make very good progress in the Reception classes because they are well taught and have good opportunities to develop their skills. They are well prepared to enter Key Stage 1.
- Standards at the end of Key Stage 1 in reading, writing and mathematics have improved since the previous inspection. In 2013 they were above average in reading and writing, and just below average in mathematics. The school's most recent data for current Year 2 pupils, supported by inspection evidence from lesson observations, scrutiny of work and discussions with pupils, show that these standards have been maintained. This represents good progress from pupils' starting points.
- Standards at the end of Key Stage 2 have improved since the previous inspection. In 2013 they were broadly average in writing and below average in reading and mathematics. However, the proportion of pupils who made the progress expected of them was above average in writing and mathematics, and average in reading. The proportion that made more than the progress expected of them was well-above average in writing, above average in reading, and close to average in mathematics.
- Inspection evidence and the school's most recent data about the achievement of current Key Stage 2 pupils show that all groups of pupils are making good progress overall. Year 6 pupils are on track to achieve well this year, with the proportions making and exceeding the progress expected of them being close to or above average.
- Pupils make good progress in reading because they have opportunities to read regularly and are taught well. They have a good knowledge of phonics (sounds that letters make). The proportion of pupils who achieved the expected standard in the Year 1 national phonics check was well above average in 2013, and pupils are on track to achieve above-average standards again this year.
- Pupils achieve well in writing. They have many opportunities to write in a variety of styles across different subjects and there is a sharp focus on accurate spelling, grammar and punctuation.
- Pupils have well-developed numeracy skills. The most able pupils particularly have opportunities to use and apply these skills to solve mathematical problems in practical situations.
- Pupils who are eligible for the pupil premium achieve well. They make more rapid progress than other pupils because they receive effective individual and small-group support when it is needed. The attainment of pupils known to be eligible for free school meals in Year 6 in 2013 was about half a term ahead of other pupils in mathematics, about a month ahead in reading, and about half a term behind in writing. The school's most recent data show that any gaps in achievement are closing.
- Disabled pupils and those with special educational needs achieve well and make progress similar to their classmates. This is because their needs are accurately identified and they receive good support to help them learn from skilled teachers and teaching assistants, and the learning mentor.
- The most able pupils achieve well and make good progress overall because, increasingly, they are given work that stretches them and enables them to reach their potential.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection. It is now typically good across the school. This was confirmed by the work in pupils' books, teaching seen during the inspection and school records of pupils' progress and the quality of teaching. This enables pupils in all classes to learn well.
- Staff know pupils well and there are good relationships between pupils and teachers and

teaching assistants. Staff typically have high expectations and set work that engages and motivates pupils in their learning. Pupils say that 'teachers make lessons fun and help us to work it out for ourselves' and 'we learn a lot'. As a result they enjoy school and are keen to learn and do well.

- In a science lesson Year 1 pupils were actively investigating materials to stop noise from an 'awful dragon that was keeping villagers awake'. The imaginative task fully engaged pupils and questioning was used very skilfully to deepen pupils' understanding and to challenge them to extend their learning. Pupils had to think hard about what they were doing, but greatly enjoyed the activity. As a result they made excellent progress.
- Teaching in the Early Years Foundation Stage is strong. Staff make sure that learning is focused well and purposeful, and that children are fully involved in their learning. Children are provided with a range of activities to develop their skills and the outdoor learning environment is used effectively
- Staff generally have high expectations of what pupils can achieve. However, they do not always make sure that the work set is challenging enough. Consequently pupils, including the most able, are sometimes not given work that is hard enough to enable them to make the best possible progress and reach the highest levels.
- Pupils' work is marked regularly and consistently. Teachers use praise effectively and make helpful comments and suggestions that identify the next steps in pupils' learning. Pupils say that teachers make it clear what they need to do to improve their work. However, teachers do not always check that pupils follow and respond to their advice.
- Teachers and teaching assistants work well together to help pupils who find learning more difficult. This includes those who are eligible for the pupil premium and those who are disabled or have special educational needs. As a result these pupils make good progress and achieve as well as their classmates, and better in some cases.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning and are keen to do well. They are polite and considerate and there are good relationships between pupils and adults in the school.
- Pupils take pride in their work and behave well in lessons so that learning typically proceeds smoothly and without interruption.
- School records show that there are few instances of poor behaviour, including racist or discriminatory incidents. On the rare occasions that pupils misbehave, staff act appropriately and effectively.
- A small number of pupils sometimes display challenging behaviour, but the school manages this consistently and well. Pupils with behavioural difficulties are supported in a caring and nurturing way, often involving the learning mentor. There is evidence of improved behaviour of these pupils.
- Inspectors observed good behaviour in lessons, in assembly and around the school. Pupils play safely and well together at break, and behave responsibly in the hall at lunchtime.
- Attendance has improved and is above average.
- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe in school and well cared for. They know how to keep themselves safe in different situations, including on roads, when cycling and when using the internet.
- Pupils have a good knowledge of different forms of bullying, but say that it is very rare in school. They are very confident that the school would sort it out quickly if it occurred.
- Almost all parents who responded to the Parent View survey believe that their children are happy, safe and well looked after in school. Inspection evidence supports this view.

The leadership and management are good

- Since his arrival the headteacher has provided very purposeful and effective leadership. He has raised expectations and given the school clear direction. He has been well supported by the senior leadership team, middle leaders and governors. They are successfully addressing the areas for improvement identified at the previous inspection, and their actions have improved the quality of teaching and raised pupils' achievement.
- The schools' systems for checking on how well pupils are doing have been strengthened and school leaders at all levels make good use of information about pupils' achievement and progress. They have a clear and accurate view of how well the school is performing and where it could do better. School improvement planning correctly focuses on further improving teaching and raising pupils' achievement.
- School leaders closely monitor the quality of teaching and effectively check and evaluate pupils' performance. Any underachievement is tackled by providing pupils with extra support if they need it. As a result, all groups of pupils in the school are making good progress. This shows the school's successful commitment to equal opportunities for all pupils.
- Information about the quality of teaching and pupils' performance is used to check how well teachers are performing and to identify where further training or support is needed. It is also used when making decisions about teachers' pay.
- The role of middle leaders, including subject leaders, is developing securely. Subject leaders are improving their knowledge and leadership skills, but do not yet have enough involvement or accountability for checking on and improving the quality of teaching and learning in their areas of responsibility.
- While teaching is good, it is not outstanding overall. Staff work increasingly well to share best practice within the school, but there are too few opportunities for them to observe outstanding teaching in other schools in order to strengthen the impact of their own teaching on pupils' learning and progress.
- The curriculum is well planned, engages pupils effectively in their learning and promotes good behaviour. It is enriched by a good range of activities, clubs, trips and visits covering sport drama and culture. Music is a particular strength of the school. During the inspection the school band was rehearsing and participating in the final of the Music For Youth competition in Birmingham Symphony Hall. These activities contribute to pupils' good spiritual, moral, social and cultural development.
- The school is using the additional primary school sports funding successfully. Specialist teachers and coaches run activities, take lessons and train staff, and the school participates in a wider range of sports competitions. This has a positive impact on pupils' physical well-being and lifestyles.
- The local authority has provided increased monitoring and support for the school, which has contributed to school improvement.
- Procedures for safeguarding pupils are fully in place and active.
- The vast majority of parents are supportive of the school and the education it provides for their children.
- **The governance of the school:**
 - The governance of the school has improved since the previous inspection. Governors are now better informed about the quality of teaching, learning and pupils' achievement. They have undertaken training to improve their skills and effectiveness. They have a better understanding of the use and analysis of data about pupils' achievement and progress, and how this is linked to the quality of teaching. They hold the school to account increasingly effectively by asking searching questions about how well the school is doing and where it could do better and by setting challenging targets as part of the headteacher's appraisal. Governors are involved in the day-to-day life of the school in a variety of roles and oversee the school's finances effectively. They have a good knowledge of how pupil premium funding is spent and the impact it is having. They make sure that the school meets its statutory duties, including those related to safeguarding.

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

Unique reference number	119171
Local authority	Lancashire
Inspection number	442395

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	308
Appropriate authority	The governing body
Chair	Michael Speak
Headteacher	Duncan Hetherington
Date of previous school inspection	31 January 2013
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