

# Inspection of Anderton Primary School

Babylon Lane, Adlington, Babylon Lane, Adlington, Lancashire PR6 9NN

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Inspection dates: 25–26 September 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Requires improvement

## **What is it like to attend this school?**

Leaders and governors have high expectations for every pupil. At this school, leaders ensure that pupils are at the centre of the school's work. Pupils are well prepared for the next stage of their education.

Everyone in school does their best to live up to the school's values of self-reflection, trust, kindness, respect and perseverance. Pupils say that they enjoy being in school and feel safe. They feel free from bullying and say that they make friends again quickly if they fall out. Pupils know about different types of bullying. They have a good understanding of how to keep themselves safe, including when they are using the internet.

Pupils' behaviour and attitudes to learning are good. In Years 4, 5 and 6, for example, I saw pupils persevere in solving some challenging mathematical problems. They talked through their reasoning, calling on what they had previously learned. In Years 1 and 2, pupils took part in phonics sessions enthusiastically. They then applied their learning to reading and writing.

Pupils enjoy school and attend regularly. Relationships in school are kind and caring. Older pupils look after younger pupils and newcomers. Pupils are friendly and respectful.

## **What does the school do well and what does it need to do better?**

The new headteacher and senior leaders provide the school with clear direction. Governors support and challenge leaders effectively. Almost all leaders and staff have joined the school since the last inspection. Since the last inspection, the quality of education has improved and leadership at all levels has been strengthened.

Senior leaders understand how well pupils achieve and the priorities for further improvement in each subject. All teachers have a leadership role. Middle leaders know their subjects well, they are enthusiastic and they have detailed plans in place to sustain improvements.

Leaders have completely changed the curriculum, so that pupils now have broad, relevant experiences in all subjects. The curriculum successfully promotes pupils' safety, wellbeing and all-round achievement.

Since the last inspection, leaders have developed the wider curriculum, with the support of local authority advisers. Teachers build on pupils' knowledge and skills over time because they carefully plan the curriculum. They accurately check on pupils' learning in most subject areas. Planning is well established in English, mathematics, science, music and physical education. The plans for other subjects have been introduced more recently and are not yet fully implemented.

Pupils' personal development is a key focus. Pupils have many good opportunities to develop their social and leadership skills and discuss moral issues. They have a basic understanding of different faiths and cultures. Pupils enjoy taking part in a wide range of interesting after-school clubs and trips, which sparks their interests and helps their learning.

Overall, teaching closely follows curriculum planning. This ensures that learning is taught in a logical order to build effectively on pupils' learning as they move through the school. Teachers have good subject knowledge and a good understanding of what helps children to remember and apply their knowledge. Staff training is a strength. Leaders support staff well to develop their skills. Teachers and teaching assistants are positive about their opportunities for training and say that leaders are mindful of their wellbeing.

Pupils of all abilities, including disadvantaged pupils, achieve well across the curriculum as a result of effective teaching. Leaders have improved provision for pupils with special educational needs and/or disabilities (SEND), and they ensure that the curriculum is adapted effectively for pupils with SEND. Pupils' results in national tests in reading, writing and mathematics have improved considerably. Pupils in key stages 1 and 2 are prepared well for the next stage in their education.

Effective teaching of early reading and phonics makes sure that pupils gain the skills they need to read with fluency. This ensures that pupils are able to read accurately and with understanding across the wider curriculum. However, older pupils are less skilled in analysing texts, finding information and reading for deeper meaning. These skills have not been learned effectively in the past.

Children are happy, feel safe and are safe in early years. They behave well and play together constructively. Staff ensure that children experience a broad curriculum that follows the early years guidance and captures their interest. As yet, however, the early years curriculum does not take sufficient account of children's prior learning and experiences. The outdoors area is not used to best effect to develop children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are vigilant and ensure that any safeguarding concerns are followed up carefully. All staff have completed the required safeguarding training and follow the school's policies and procedures. All staff have been appropriately vetted before taking up their post in the school. Leaders engage with a range of external agencies to support families who are at risk or in need. Pupils are taught how to keep themselves safe and recognise risks, especially those associated with being online.

## **What does the school need to do to improve?**

## **(Information for the school and appropriate authority)**

- The detailed curriculum planning and assessment procedures have not had sufficient time to become embedded in practice across the school in art, history, geography, computing and design and technology. This is because some of the unit plans have only just been introduced. Leaders should ensure that the curriculum plans are successfully implemented, drawing on the effective practice that is already in place in other subjects.
- In the early years, the curriculum is broad and provides children with activities that they enjoy. However, some activities do not take enough account of children's prior learning. The outdoor area is still being developed and does not support children's progress in all areas of learning. Leaders and staff should ensure that the curriculum supports children to get off to a good start right from the beginning of their time in Reception. Leaders need to check that children make the progress of which they are capable so that they are prepared well for further learning in Year 1.
- Pupils' achievement in reading has improved since the last inspection. However, older pupils have some gaps in their understanding of how to analyse texts and read for deeper meaning. Leaders should ensure that pupils of all ages develop their comprehension knowledge and skills and improve their ability to read for deeper meaning.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	119202
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10110897
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	The governing body
<b>Chair/Chair of trust/Chair of governing body</b>	Elaine Bilsborough
<b>Headteacher</b>	Rachel Norton-Smith
<b>Website</b>	<a href="http://www.andertonprimaryschool.co.uk">www.andertonprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	21–22 June 2017

## Information about this school

- Since the last inspection, almost all teachers and leaders are new to the school. The headteacher and three other staff, including two subject leaders, took up their posts in September 2019. They worked with the school and local authority advisers to develop curriculum planning prior to their appointments.
- Since the last inspection, Lancashire local authority advisers have worked closely with the school to develop the curriculum and support staff appointments.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with governors, the headteacher, deputy headteacher, curriculum leader, the special educational needs leader and all subject leaders. We spoke with local authority advisers by telephone.
- We spoke with all teachers and most teaching assistants during the inspection. We took account of 15 responses to the staff questionnaire.
- We considered the following subjects in depth as part of the inspection: early reading and phonics, mathematics, science and art. Inspection activity in these

subjects included: evaluation of curriculum planning; visits to lessons; scrutiny of pupils' work; listening to pupils read; discussion with subject leaders, teachers and teaching assistants; and discussions with pupils about their learning in these subjects.

- Inspectors looked at safeguarding procedures and records of safeguarding and behaviour. We checked pupils' attendance and teachers' training records. We spoke to staff and pupils to evaluate their understanding of safeguarding procedures.
- In addition to the subject-focused activity, we checked the quality of provision in the early years and implementation of the wider curriculum across the whole school. We looked at improvement planning and school policies.
- We observed pupils' behaviour in lessons and around school and spoke to them about school life and their views on personal development and behaviour.
- We took account of 28 responses to 'Parent View', Ofsted's online questionnaire.

### **Inspection team**

Jean Olsson-Law, lead inspector

Ofsted Inspector

Jennie Platt

Ofsted Inspector

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