

# Holy Saviour Roman Catholic Primary School, Nelson

## Inspection report

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<b>Unique Reference Number</b>	119654
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358598
<b>Inspection dates</b>	10–11 March 2011
<b>Reporting inspector</b>	Lynne Read

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Stinchon
<b>Headteacher</b>	Mrs Alixena Lubomski
<b>Date of previous school inspection</b>	21 November 2007
<b>School address</b>	Holland Place Off Reedyford Road, Nelson Lancashire BB9 8HD
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed seven teachers. They held meetings with governors, managers, staff, the School Improvement Partner and groups of pupils. In observing the school's work, they looked at pupils' workbooks, assessment records, school policies and school development plans. In total 107 parents' and carers' questionnaires were received, analysed and considered, alongside 106 questionnaires completed by the pupils and 28 by school staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether lessons are promoting the best possible progress for all groups of pupils.
- How well children in the Early Years Foundation Stage are learning and whether they are effectively prepared for their National Curriculum work.
- Whether leadership and improvement planning is effective in taking the school forward and improving learning.

## Information about the school

This school is average in size. The proportion of pupils known to be eligible for free school meals is slightly above average, as is that of pupils who have special educational needs and/or disabilities. Most pupils are of White British backgrounds with a minority of ethnic minority pupils, mainly of Asian heritage. A very small minority of pupils are learning English as an additional language.

The school has gained Healthy Schools status and the Basic Skills and Eco schools awards.

Before- and after- school childcare is provided on the premises by a voluntary management committee. This provision is subject to a separate inspection and report.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory quality of education. Provision and outcomes in the Early Years Foundation stage are good. The school has strengths in pastoral areas and so good care, guidance and support ensure pupils become responsible, caring and confident individuals. There has been a concerted effort to boost pupils' achievement and this has been successful in some instances. Senior leaders and the governing body keep a close eye on pupils' achievements, and self-evaluation is generally accurate and effective. However, too little time is allocated to check on, and support, learning in English. Managers and staff share a clear vision and ambition for the future and are keen to build on the improvements already made. The capacity for sustained improvement is satisfactory.

From a below-average starting point, children make good progress in the Early Years Foundation Stage. When pupils enter Year 1, attainment is broadly average. In Key Stage 1 progress is satisfactory overall, but slower in writing. Some 'letters and sounds' teaching groups are effective in promoting spelling and writing skills but the pace of learning is too slow in others. In Key Stage 2, writing has improved well but some pupils, especially in Year 3 still experience difficulties, largely because there are gaps in their understanding of letters and sounds. Teaching is satisfactory overall with some that is good. Pupils across school have regular opportunities to write in English lessons but too little time is allocated for independent and extended writing in other lessons. In mathematics, at Key Stage 2, work often requires only a limited response from pupils and this reduces opportunities, especially for the more-able pupils, to investigate or learn independently. Marking and advice provided in writing at Key Stage 2 are good and pupils know exactly what they need to do to improve. They are less effective in mathematics.

The satisfactory curriculum includes a well-organised programme for promoting personal development. It is well-enhanced by visits to places of interest and clubs out of school time. Pupils' behaviour is good, they feel safe in this harmonious community and enjoy their learning. Good partnerships with the church, other schools and agencies bring many benefits to pupils' academic and personal development.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Further improve progress in writing, especially at Key Stage 1 by:
  - improving provision and learning so that they are good in all the 'letters and sounds' groups and extend this provision into Key Stage 2 for those pupils who need extra help with spelling and writing

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- providing more opportunities for pupils to write independently across the curriculum
- providing more frequent opportunities for school leaders to share expertise, check that the above improvements are implemented and that they are having the expected impact on progress.
- Improve progress in mathematics at Key Stage 2, especially for the more able, by:
  - providing more opportunities for pupils to investigate and to be independent learners
  - ensuring that the marking and advice given to pupils are of the same good quality as given in writing.

**Outcomes for individuals and groups of pupils****3**

Pupils, including those who are learning English as an additional language, make satisfactory progress and say they thoroughly enjoy learning. In one mathematics lesson, some Year 6 pupils challenged each other to solve some complicated problems. Year 3 pupils took part in a lively discussion about a book they had read and then began to create their own stories using imaginative language. All age groups have positive attitudes to learning and the vast majority complete their homework diligently.

When they enter the Reception Year, children's skills are below those expected for their age. They make good progress and by the end of the Reception year, their attainment is average. Progress is satisfactory in Key Stage 1 and there have been some good improvements in reading and mathematics. Progress in writing is slower for some pupils because they do not have a secure understanding of letters and sounds in order to help them spell words. By the end of Key Stage 1, attainment is average for the majority. There have been good improvements to writing in Key Stage 2, but some younger ones find spelling difficult. Progress in mathematics is slower. Some pupils, especially the older ones, have opportunities to investigate and work independently. However, an over-use of worksheets across the year groups means that many pupils are not challenged to the full, especially those who are more able. Pupils who have special educational needs and/or disabilities and those who are learning English as an additional language, make satisfactory progress and meet their individual targets. Historically, boys' attainment in writing has been lower than girls'. Teachers are dealing with the issue by choosing texts and topics to fire boys' imagination and the gap is closing.

Pupils are very polite, care for each other and clearly know the difference between right and wrong. They have good awareness of moral, social and cultural issues and their good understanding of healthy living means that they enjoy plenty of exercise and sport. Spiritual development is well-supported through strong links with the church. Pupils make a good contribution to the school community by acting as reading partners and 'anti-bullying buddies'. They are prepared effectively for their future education. Attendance has improved; it is average and incidences of persistent absenteeism have been eradicated. The elected school councillors ensure that pupils' views are represented in the decision-making process and are instrumental in promoting environmental awareness. For example, they have been actively involved in reviewing the behaviour policy and in reducing energy consumption and waste at the school. Involvement in the Pendle Pupil

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Parliament' provides opportunities for pupils to work with those from other local schools but links with schools further afield are in the developmental stage.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Lessons include clear objectives so pupils know exactly what is expected of them. Teachers have an informed view of pupils' progress and plan tasks to build on their prior learning. As a result, lessons often include good challenge. In the oral starters to mathematics lessons pupils solve problems and often enjoy the challenges they are given. Recording tasks in Key Stage 2, however, are limited in scope and do not provide enough opportunities for pupils to work independently or to be challenged. In writing, the quality of marking and the advice given to pupils are good and help them to move on. In mathematics, they are less effective and do not clearly show pupils how to improve. Teaching assistants effectively support pupils in class. Due to staffing changes, some updates in training for letters and sounds work have been missed. As a result, the teaching in some of these groups has a slow pace and is less effective than in others.

Links between subjects are developing effectively and good links with the secondary school provide additional experiences, especially in sport. Information and communication technology (ICT) skills are used effectively across the curriculum but opportunities for independent writing are insufficient because worksheets are too often used, especially in history and geography. Some interesting after-school clubs, such as those for music and

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sport, are well-attended and extend pupils' experiences further. Pupils who have special educational needs and/or disabilities and those who need a boost to their learning, receive satisfactory support, often through one-to-one sessions. However, there are no 'letters and sounds' groups to meet the needs of some Key Stage 2 pupils in order to improve their spelling.

Pupils' welfare has a high priority at the school. An overwhelming majority of pupils who filled in their questionnaire agreed with the statement that 'adults in school care about me'. Pupils who have highly specific needs, emotional or behavioural difficulties are well-supported by trained staff, nurture sessions and outside agencies. New arrivals to school, including those who are learning English as an additional language, have good support so they quickly integrate into the community and settle well. An established behaviour policy encourages positive behaviour and hard work; rewards and sanctions are well-understood and pupils feel these are fair. Good transition arrangements mean that pupils feel confident about their move to secondary education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher provides focused, determined leadership and strong direction for the school. The governing body brings a good level of expertise and experience to support school managers. Members are knowledgeable about provision and performance and set challenging targets for development. Teamwork in school is good and staff share an ambitious agenda for success. As a result of these factors, progress and attendance have improved. Senior managers regularly check on the quality of lessons and pupils' work. Progress is tracked very closely and detailed assessment records enable staff to identify pupils who are not making the expected progress. However, pupils' progress in writing at Key Stage 1 has not moved on swiftly enough because senior leaders have not checked frequently on the effectiveness of provision or supported staff by, for example, working alongside them and sharing expertise. Administration and day-to-day management are efficient and the school gives satisfactory value for money.

Safeguarding, including safe recruitment and child protection, is well-established and meets requirements. Staff have regular updates in their child protection training and are well-equipped to deal with any concerns. The governing body is in the process of tackling one identified issue relating to safeguarding, and meanwhile, has implemented effective temporary measures. The equalities policy ensures that groups of pupils have full and equal access to all activities. However, the school recognises that progress for some younger Key Stage 2 pupils in writing and some more-able pupils in mathematics needs to

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accelerate. Community cohesion is promoted effectively through a good partnership with the church and local schools. Links with schools in contrasting areas and overseas are developing.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Good induction procedures ensure that children settle quickly and their needs are accurately assessed. This good assessment continues through Reception and enables staff to provide effectively for the abilities of all children. As a result, children thoroughly enjoy their work and their play; their behaviour and personal skills are good.

Children's development at entry to the Reception class is below what is expected of the age group. Teaching is good. Lessons take account of children's interests in order to keep them well-motivated and they include varied opportunities for children to choose their own activities and develop independence. For example, children visited the church, discussed what they had learned and then wrote about their experiences, often 'sounding out' letters in order to spell. Children have interesting opportunities to learn in the outdoors and especially enjoy manoeuvring their wheeled toys around the track. Staff are currently developing the outdoor curriculum further so that it fully reflects the wide range of learning opportunities available indoors. Children make good progress, especially through an increased emphasis on communication, language, personal development and early mathematics work. The majority is working at expected levels by the time they enter Year 1. Leadership and management are good and ensure good standards of welfare, as well as profitable partnerships with parents and carers. The weekly 'talk sheets' are very successful in consolidating learning for children, providing parents and carers with ideas to support their children's development and underpinning home-school links.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The parents and carers who responded to the questionnaire have positive views and all agree that children enjoy school. Quotes that reflect these opinions include: 'The team at this school is kind, caring and considerate to all pupils' and 'A good variety of extra-curricular activities are on offer.' There are commendations for the good quality of care that caters for children's needs and helps them to be safe and healthy. Inspection findings endorse these views. Some parents and carers have concerns about the school's behaviour policy. Recent changes have been made and pupils say they understand, and value, the rewards and sanctions. Other parents and carers felt they needed more help in supporting their children's learning. Governors and staff are planning to hold further meetings following the successful 'Assessment' evening.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Saviour Roman Catholic Primary School, Nelson to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 107 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	63	40	37	0	0	0	0
The school keeps my child safe	75	70	30	28	1	1	0	0
My school informs me about my child's progress	60	56	42	39	4	4	0	0
My child is making enough progress at this school	57	53	46	43	3	3	0	0
The teaching is good at this school	70	65	36	34	1	1	0	0
The school helps me to support my child's learning	66	62	33	31	8	7	0	0
The school helps my child to have a healthy lifestyle	58	54	46	43	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	52	49	47	44	2	2	0	0
The school meets my child's particular needs	58	54	42	39	5	5	0	0
The school deals effectively with unacceptable behaviour	57	53	43	40	4	4	2	2
The school takes account of my suggestions and concerns	52	49	45	42	8	7	1	1
The school is led and managed effectively	61	57	39	36	3	3	2	2
Overall, I am happy with my child's experience at this school	68	64	34	32	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 March 2011

Dear Pupils

**Inspection of Holy Saviour Roman Catholic Primary School, Nelson BB9 8HD**

Thank you for the very warm welcome you gave us when we inspected your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us.

Holy Saviour Roman Catholic Primary is a happy and safe school. It provides you with a satisfactory standard of education and helps you to develop into well-mannered and caring people. You get on well together and take good care of each other. Thank you to the pupils who filled in their questionnaire and those who chatted with us. It is good to hear how much you enjoy playing sports, school visits and comments such as 'I like the teachers and everything.'

You are keen to learn and work hard. Your progress is improving well. Those of you in Key Stage 1 are making better progress in reading and mathematics while writing in Key Stage 2 is improving well. Well done! However, we think learning could be improved further so we have asked the adults in your school to:

-make sure all of you in Key Stage 1 make good progress in your letters and sounds work and provide extra sessions for those in Key Stage 2 who are having difficulties with writing

- provide more time for all of you to write independently when you are working on subjects such as history or geography
- provide more opportunities for investigations and independent work in Key Stage 2 mathematics lessons
- make sure that the marking in mathematics is as helpful as it is in writing.

In addition, I have asked your teachers to check lessons, especially English lessons, to make sure that all these improvements are working.

You can help by continuing to work hard, being keen to learn and keeping up the improved attendance. Thank you once again for the interesting conversations we had. Please accept our best wishes for the future.

Yours sincerely

Lynne Read

Lead Inspector

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