

Rawtenstall St Anne's Church of England Primary School, Edgeside

Inspection report

Unique Reference Number	119454
Local Authority	Lancashire
Inspection number	358558
Inspection dates	29–30 March 2011
Reporting inspector	Clare Henderson

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair	Mr John Greenwood
Headteacher	Mr Stephen Crook
Date of previous school inspection	28 September 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 17 lessons taught by 10 different teachers or teaching assistants. The inspectors held meetings with members of the governing body, staff and pupils, observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment, the curriculum, the school's development plan and the way in which the school evaluates its own performance. Inspectors scrutinised the views of staff and pupils and analysed 51 questionnaires from parents and carers.

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

- Whether all pupils make good progress in reading and mathematics.
- Whether pupils are provided with enough opportunities to extend their understanding and experiences of cultural diversity.
- Whether leaders and managers have met issues raised at the last inspection and whether the school shows a good capacity to improve further.

Information about the school

This school is a smaller in size than most primary schools. The proportion of pupils known to be eligible for free school meals is high. The percentage of pupils with special educational needs and/or disabilities is above average. Most pupils are of White British heritage. A few pupils are from minority-ethnic heritages. The school has gained Healthy School status, Activemark, the Investors in People award and a Kitemark for after school provision.

The school runs a before- and after-school provision, which was inspected as part of this inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. In close partnership with the local church community, it makes a significant difference to the lives of the pupils and families it serves through the outstanding care, guidance and support it provides. Parents overwhelmingly support this view. Comments such as, 'This is a better place to live as a result of the work of the school.' and 'It has made such difference to my life and that of my childs.' confirm these views. Furthermore, outstanding engagement with parents and carers contributes very effectively to pupils' outstanding behaviour, above average levels of attendance, good achievement and enjoyment of school.

Pupils begin school with skills which are well below those expected and particularly low in knowledge and understanding of the world and speaking and listening skills. Attainment, from this low start in the Early Years Foundation Stage, is average in English and mathematics by the end of Year 6. Pupils' current work and the school's own data show that rates of progress are good and rapidly improving, particularly in reading and mathematics, across the school for all pupils. However, although attainment has improved, in a few lessons teachers do not consistently use assessment information to plan and deliver lessons which build on and extend learning for all pupils. Similarly, marking does not consistently provide pupils with enough guidance about how to improve their work further.

Pupils' spiritual, moral, social and cultural development is good. Whilst their spiritual, social and moral development is outstanding they have limited opportunities to engage with pupils from other cultures and religions beyond those present within the school. Pupils' learning is enriched well within the curriculum. This is because sports, music and creative arts are given a high profile.

Self-evaluation is rigorous and accurate; consequently, the school knows its strengths and weaknesses well and has successfully improved pupils' achievement since the last inspection. Leaders and managers demonstrate a determination to continually improve the school's performance and all staff are strongly committed and involved in monitoring it. The governing body is supportive of all the school does and continually challenges the school to improve further. Good safeguarding procedures are central to all the school's work and contribute effectively to pupils feeling safe and enjoying school. The school's record of consistently good improvement indicates its good capacity to develop further.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress in English and mathematics by ensuring that:

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- teachers consistently use assessment information to plan and deliver lessons which build on and extend learning for all pupils
- marking of pupils' work provides them with a clear understanding of how to improve their work.
- Enhance the promotion of community cohesion by:
 - providing pupils with opportunities to engage with pupils from different religious, ethnic and cultural backgrounds in Britain and the wider world
 - monitoring the impact that the strategy for community cohesion has on pupils' attitudes.

Outcomes for individuals and groups of pupils**2**

Pupils' achievement is good because they are enthusiastic to learn, their behaviour is outstanding and they concentrate well in lessons. They enjoy learning particularly when they have to use skills of recall and deduction. In such lessons, they work well, listening attentively when skills are being taught. In a Key Stage 2 mathematics lesson, for example, pupils learnt at a fast rate when they were challenged to use thinking and reasoning skills to solve calculation problems. On a few occasions, the pace of learning slows when teachers do not make enough use of what pupils already know to build on and extend learning.

Pupils with special educational needs and/or disabilities and the more vulnerable make good progress. Their work with specialist support staff and teaching assistants develops their self-esteem very effectively and has a positive impact on their learning. A concerted effort from all staff to strengthen pupils' calculation and reading skills has paid off and lesson observations and scrutiny of pupils' work, carried out during the inspection, show standards in mathematics and English are improving rapidly as a result of these initiatives.

Pupils say they feel safe in school and that incidents of bullying are rare. They say any problems are quickly sorted out by teachers. They have a good understanding of what makes a healthy lifestyle and take part enthusiastically in the wide range of sporting activities on offer. They make a good contribution within the school and local community. As eco-councillors, for instance, they have devised ways of saving energy resources such as water and electricity by reducing heating and water consumption within the school. Pupils' above average attendance levels and the skills they develop and use in lessons, such as teamwork, listening and negotiation, all provide good evidence of good preparation and skills for their future lives. Pupils' spiritual, moral, social and cultural development is good. Outstanding assemblies accelerate their spiritual understanding and reflection on right and wrong, although they have too few opportunities to engage with those from different religious, ethnic and cultural backgrounds.

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These are the grades for pupils' outcomes

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

¹ 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?

The quality of teaching is good overall. In a few of the lessons observed, its quality was outstanding. In all lessons, the quality of relationships is very strong and learning is enhanced by the effective use of computers. Strengths include the effective use of assessment strategies, such as 'talk partners' and learning targets, and the support individual pupils receive from skilled learning support assistants. In the few lessons where teaching is satisfactory, pupils remain interested even when learning loses pace and progress slows or where marking does not help them clearly to understand what they need to do to improve further.

Increased opportunities for pupils to extend their reading skills across a range of curriculum subjects provide them with the desire to read for enjoyment whilst extending their reading skills well. A wide range of opportunities are made available within the curriculum which allow pupils' musical, artistic and sporting talents to shine as they develop new skills and become self-confident, happy young people. To observe, for instance, pupils and staff in Years 4 and 5 enthusiastically and skilfully playing brass instruments was impressive. Although the curriculum has these strengths, in a few lessons tasks are not matched closely enough to pupils' capabilities to enable all of them to build on what they already know.

All parents and carers responding to the questionnaire say that the school is extremely caring. High-quality care plans, very thorough pastoral care and the help for some families

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to overcome major traumas are remarkable. Pupils are happy to go to staff with any concerns and they learn from their example. Older pupils, for instance, demonstrate sensitivity and care towards younger ones in the breakfast- and after-school clubs which provide extended care for pupils and accommodate the childcare needs of families exceptionally well. Arrangements to prepare pupils for high school are well planned and help to ensure a smooth transition to the next stage of their education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school is led effectively by the dedicated and very well-respected headteacher. He is well supported by senior leaders who make telling contributions to the high-quality systems in place to check pupils' progress. Teamwork and high staff morale are evident in a shared ambition to seek constant further improvement since the last inspection. All staff are included in self-evaluation, performance management and improvement planning. High priority is given to staff and volunteer helpers' professional development, with many undertaking further vocational courses as a result. The governing body effectively promotes improvement and challenges performance. It ensures that all safeguarding requirements are fully met and that pupils' safety has a high profile in all of the school's work. It possesses relevant expertise to support the school's work and to evaluate its effectiveness. However, it has yet to monitor the impact the strategy for community cohesion has on pupils' attitudes.

Racist behaviour or harassment of any form is not tolerated and the ethos established in the school that every child matters promotes good equality for all. This is evident in the many aspects of support for different groups of pupils, for instance, in narrowing the gap in attainment for those with special educational needs and/or disabilities. Parents and carers say how pleased they are with the school and how welcome they are made to feel. Links with them, initiated by the school, are outstanding. The school grasps every opportunity through regular information meetings to respond to their views and provides strong support for the emotional challenges many have to face in their lives.

Partnerships that attend to pupils' pastoral needs are outstanding. Those focusing on extending their academic development are good, as reflected in pupils' good levels of progress. The quality of community cohesion is satisfactory. Links within the local community are excellent and make a tangible difference to the engagement of pupils in learning. However, pupils have limited opportunities to engage with others from a wide range of religious, ethnic and cultural backgrounds.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start with their learning and development in the Early Years Foundation Stage. Because most children have limited knowledge and understanding of the world when they begin, a good focus is paid to developing these skills. The police station play-area, for instance, enjoyed by the children, effectively introduces them to new vocabulary and the world of work. However, children have too few opportunities outdoors to extend their understanding of the world in which they live through problem-solving or investigation activities. Stories, songs and regular activities to develop children's understanding of the sounds that letters make, and excellent levels of care and support from adults, help children quickly settle into school routines and make good progress in their communication skills. Adults use observations of children's work and play well to plan tasks which promote their good development in all areas of learning. The good range of indoor and outdoor resources develops children's creative and physical skills well. Welfare requirements are met and children know how to be healthy and to stay safe. For instance, they say they need to wash their hands before snack time because, 'you could get germs which make you sick'. Leadership is good, with adults working together to improve assessment systems in order to ensure a smooth transition as children move into Year 1. Outstanding links with parents and carers enable children to settle happily, enjoy school and benefit from good quality before- and after- school provision if required. By the time they move to Year 1, the skills of most, from generally low starting points, although below those expected, represent good progress.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

About a third of parents and carers replied to the questionnaire. They all say they are happy with the education and support for learning their children receive. Very few have any negative views. The inspection followed up these aspects and found behaviour to be outstanding and that the school makes great effort to engage all parents and carers in school life and in their children's learning. Inspection evidence agrees with the very positive responses which most parents and carers submitted about all aspects of the school's work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rawtenstall St Anne's Church of England Primary School, Edgeside 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	69	16	31	0	0	0	0
The school keeps my child safe	39	76	12	24	0	0	0	0
My school informs me about my child's progress	31	61	18	35	2	4	0	0
My child is making enough progress at this school	30	59	19	37	0	0	0	0
The teaching is good at this school	31	61	20	39	0	0	0	0
The school helps me to support my child's learning	29	57	19	37	1	2	0	0
The school helps my child to have a healthy lifestyle	27	53	23	45	1	2	0	0
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)	28	55	20	39	0	0	0	0
The school meets my child's particular needs	31	61	17	33	2	4	0	0
The school deals effectively with unacceptable behaviour	24	47	25	49	1	2	0	0
The school takes account of my suggestions and concerns	24	47	27	53	0	0	0	0
The school is led and managed effectively	34	67	17	33	0	0	0	0
Overall, I am happy with my child's experience at this school	37	73	12	24	0	0	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).

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



31 March 2011

Dear Pupils

Inspection of Rawtenstall St Anne's Church of England Primary School, Edgeside, Rossendale, BB4 9JE

Thank you for talking to us and helping us when we visited your school. The inspectors were impressed by how friendly you are, with your outstanding behaviour and how talented you are at playing your brass instruments. Most parents and carers are pleased with everything about the school and say you are happy there.

St Anne's is a good school. It has good teaching and it is well-run. The Nursery and Reception classes give you a good start to your education. You enjoy learning, work hard and are keen to try everything. You make good progress in your learning and reach the same levels that most other children achieve by the time you leave in Year 6. You really enjoy having responsibilities such as eco-councillors. The staff provide outstanding care for each one of you and especially those who need extra help. You say you feel safe in school and know how to lead healthy lifestyles.

The school leaders want you to aim high and are always looking to make the school even better, so I have asked them to:

- make sure that all teachers consistently plan tasks in English and mathematics lessons which extend your learning
- make sure that, when they mark your work, they let you know clearly what you need to do next to improve
- provide opportunities for you to meet with pupils from different religious, ethnic and cultural backgrounds in Britain and the wider world.

I hope you will play your part by continuing to work hard and do your best to make your school even better.

Yours sincerely

Clare Henderson

Lead inspector

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