

# Salesbury Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	119807
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379895
<b>Inspection dates</b>	21–22 May 2012
<b>Lead inspector</b>	David Byrne

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	302
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judith Gaffney
<b>Headteacher</b>	Pauline Mallaby
<b>Date of previous school inspection</b>	26 November 2008
<b>School address</b>	Lovely Hall Lane Salesbury Blackburn BB1 9EQ
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## Introduction

### Inspection team

David Byrne  
Robert Birtwell  
Peter Mather

Additional Inspector  
Additional Inspector  
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 10 teachers teaching 18 lessons. In addition, time was spent talking with pupils, talking to them about their work, hearing them read and gathering their opinions about the school. Meetings were held with members of the governing body and all staff. The inspectors observed the school's work, and looked at a range of documentation, including the school improvement plan, its records of assessment and tracking of pupils' progress, the school's self-evaluation, documents related to safeguarding and samples of the pupils' work. The responses from 148 parental and carers' questionnaires were evaluated as well as those from staff and pupils.

## Information about the school

This is a larger than average-sized primary school. The vast majority of pupils are from White British heritage. The percentage of pupils known to be eligible for free school meals is low and the proportion of pupils supported by school action plus or with a statement of special educational needs is below average. The school meets the government's current floor standard, which sets the minimum standards for attainment and progress.

At the time of the inspection a Newly Qualified teacher had recently taken up post in the Early Years Foundation Stage to cover for maternity leave.

Recent accreditations and awards include achieving Healthy School status, the Smiling for Life Award and an Activemark; the school has gained a Bronze Eco Award for its work to promote environmental awareness.

Privately run pre- and after-school provision is available on site. These are subject to a separate Ofsted 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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. It offers a well-rounded education within a richly resourced, caring and safe environment. It is not yet outstanding because of some inconsistencies in the quality of teaching.
- Children benefit from a good start in the Early Years Foundation Stage. In Key Stages 1 and 2, pupils make progress at a good rate. By the end of Year 6, attainment is significantly above average in English and mathematics and pupils achieve well.
- Teaching is good. Some significant strengths in teaching lead to pupils benefiting from some exceptional experiences – for example, singing at the Royal Albert Hall and the Olympic village and playing football at Wembley. At times, pupils are over-directed in lessons and have limited scope to use information and communication technology (ICT) when they are not in the ICT suite. Marking and assessment is effective but not all pupils understand their own achievement. These factors reduce options for pupils to learn independently.
- Behaviour is outstanding and pupils’ understanding of safety is first-rate. The overwhelming majority of pupils get along extremely well and treat others with respect. Pupils enjoy school, are rarely absent and thrive in the caring ethos provided. It is no surprise that one pupil stated that the school, ‘has great teaching, great facilities and overall is a great school’.
- Visionary and caring leadership by the headteacher, supported by a strong staff team and governing body has moved the school on considerably since the previous inspection. Management of performance is good. Teaching is effectively led and managed; good procedures for professional development constantly refresh and motivate staff. The large majority of parents and carers are happy with the school and set high aspirations for it. Where possible their views, as well as those of the pupils, are considered when planning for the school’s development.

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

- Removing inconsistencies in teaching and ensure a greater proportion of teaching is outstanding by:
  - setting higher expectations for pupils to participate independently in their own learning
  - enabling pupils to develop, apply and refine their skills of using ICT in lessons
  - ensuring pupils have a better knowledge of their targets for improvement and a deepening understanding of their own achievement.

## Main Report

### Achievement of pupils

Achievement is good. It has improved considerably since the previous inspection. The large majority of parents and carers share the inspection view of good progress for their children. Pupils enjoy learning and have a good attitude to schoolwork. They thrive particularly well when they are actively involved. For example, in an excellent music session, older pupils were extremely enthusiastic about performing their own compositions. They used glockenspiels to read simple notation and to improvise their own scores; at the same time, others developed their drumming skills and another group explored the meaning of the traditional folk song 'Poverty Knocks'.

Pupils' progress exceeds national expectations. From starting points in the Early Years Foundation Stage, which are generally better than that typical for their age, they build up better than expected levels of development by the end of Reception Year. Good progress continues in Key Stage 1 and attainment rises to being significantly above average by the end of Year 2. Between Years 3 and 6, progress continues at a good rate accelerating in upper Key Stage 2. By the end of Year 6, attainment, now at higher levels than at the previous inspection, is significantly above average. There has been a marked increase in the proportion of pupils gaining the higher than average Level 5. Secure predictions held by the school indicate that some pupils in the current Year 6 are set to reach Level 6 by the end of Key Stage 2, far exceeding national expectations for their age. Pupils enjoy reading and by the end of Years 2 and 6, standards are well above the national average. Pupils with special educational needs are effectively guided. Their progress towards their targets in their individual educational plans is good and they improve at a good rate.

### Quality of teaching

Teaching is good. The large majority of parents and carers say that their child is taught well.

Teachers have good subject knowledge, form strong relationships with pupils and manage behaviour very effectively. Much is done to develop pupils' social and moral skills and spirituality is developed successfully through the appreciation of music and art. The more-able pupils are challenged sufficiently. Occasionally, opportunities are missed for pupils to become better independent learners. Very talented staff give much of their own time to develop pupils' talents. For example, considerable time is given to music and also sport and where possible there is an injection of expertise from specialist staff. While the large majority of parents and carers highly rate the quality of teaching, a small minority express concerns about whether the mixed-age classes meet children's needs and also if behaviour

is effectively managed. Inspection findings confirm that the needs of all pupils are planned for effectively and that behaviour is very skilfully managed to benefit all pupils.

When teaching is outstanding, high expectations are set, lessons are brisk and pupils are totally engaged because teachers adjust lessons to respond to their interests. This flexible approach features strongly in the Early Years Foundation Stage. A child came to school inspired by a visit to see the Red Arrows and, when staff realised this, learning activities were created to exploit the children's interest. In an excellent lesson in Key Stage 1, younger pupils were skilfully led by a dynamic teacher who role-played a mouse linked to the story of the 'Gruffalo'. This inspired pupils to construct questions for the character. In so doing they developed an advanced understanding for their age of open and closed questions. In lessons where learning is good but not outstanding, there is a tendency to over-direct pupils reducing scope for them to pose questions and seek answers. Limited use of ICT in lessons to complement learning also reduces options for independent learning. Reading is effectively taught. The introduction of the linking of sounds and letters (phonics) in Early Years Foundation Stage and Key Stage 1 has improved pupils' reading and writing. In Key Stage 2, reading has a high profile and a well-stocked library offers good choice for readers.

Effective assessment by teachers helps them to plan work to match the needs of pupils in the mixed-age classes. Support staff work alongside teachers to help individuals and groups as needed. Well-crafted personal programmes direct support to pupils with special educational needs thereby meeting their needs. Marking is often detailed and thorough and offers pupils pointers for improvement. While some, mostly older, pupils are evaluative about their own performance, this process is not embedded fully in all classes. Consequently, in some classes pupils are unsure of their own targets for improvement and so the motivation to reach them is reduced.

### **Behaviour and safety of pupils**

Behaviour is outstanding and pupils feel entirely safe in school. Pupils are very proud of their school. At all times, pupils are polite and respectful. Pupils say that behaviour is very good and that inappropriate behaviour is dealt with firmly and fairly. Pupils have a strong awareness of the many forms that bullying can take and are willing to confront them and to prevent them from occurring. On the rare occasions when there is a disagreement, pupils have a keen awareness of how they can help others to resolve any issues. In so doing they demonstrate great care for others.

The school has a very clear and consistent approach to the management of behaviour. The large majority of parents and carers feel that there is at least a good standard of behaviour at the school. A small minority have concerns that some lessons can be disrupted by the actions of a few pupils. It was noted by inspectors that there are a very few pupils who have difficulties managing their behaviour but staff have very effective strategies to manage this. When pupils struggle to form relationships with others, staff sensitively support all concerned, reflecting the strong ethos of the school. This helps all individuals to be included into the school community fully and enables other pupils to deepen their understanding of those who have complex needs. School records show that there have been no exclusions recorded over recent years. Attendance is consistently above average for primary schools nationally.

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## Leadership and management

Underpinning the school's success and improvement since the previous inspection is the expertise of an excellent headteacher supported by a talented deputy headteacher. Together they set high expectations for all and do much to enable staff to feel valued. A close staff team has been developed with each member playing their part in managing the performance of the school. Professional development is highly valued and benefits staff and pupils. There is a good momentum and capacity in the school for constant improvement. This is because staff identify pertinent targets for development and then take action to achieve these. Such success is demonstrated by the effectiveness of strategies to increase the achievement of more-able pupils. The headteacher has created an ethos of care that permeates the school. This reflects the conviction that everyone has an equal chance for success. Ensuring equality and the tackling of any discrimination are firmly on the school's agenda. The school promotes inclusion very effectively.

A good curriculum with some outstanding features secures happy pupils who achieve well. It promotes spiritual, moral, social and cultural development extremely well with pupils developing advanced social and moral skills. Pupils benefit from access to some activities that are rarely found in primary schools. The school offers a superb range of languages with access to Latin, French and Spanish and German. Music is a significant strength with a highly acclaimed choir and opportunities for pupils to learn music and a number of instruments. Sport is available to boys and girls and leads to considerable success in local, regional and national events. Weaker planning for the use of ICT across subjects holds back a judgement of outstanding for the curriculum.

The governing body includes a good blend of expertise and is dedicated to supporting the school as well as setting high expectations for it. It ensures that all aspects of safeguarding are very well maintained and that everyone is safe and secure. Finances are very well managed to provide high quality resources overall with the exception of some features of ICT. The outside facilities are superb and make a big contribution to the quality of learning.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



23 May 2012

Dear Pupils

**Inspection of Salesbury Church of England Primary School, Blackburn, BB1 9EQ**

Thank you for making me and my colleagues welcome to your school. It was a pleasure to share some of your school life with you. Your school is good. It enables you all to make good progress in English and mathematics and to reach well above average standards by the time you move on to secondary school. Your teachers are talented in many different ways. It is their skills and those of some visiting specialists who give you an excellent grounding in a variety of subjects. Your school choir is rightly acclaimed nationally, you do very well in sport and you have options to learn three modern European languages as well as, for some, Latin.

Your behaviour is excellent. You are caring and respectful. You all say how well the staff reward good behaviour and if a problem occurs it is effectively managed. You love learning and work hard, benefiting from a good curriculum.

Your headteacher and senior leaders are skilled in managing the school. They keep a close eye on how well you are doing and take action to improve it. Your views are listened to as are those of your parents and carers so that everyone feels involved. The school's budget is very well managed and has enabled the creation of outstanding outdoor facilities.

Part of my job is to suggest ways that the school can be even better. I have asked the school to provide you with more opportunities for you to work independently, for example, by posing your own questions and then seeking solutions to them. To assist this, better access to ICT in lessons is suggested. Also, there is room for some of you to gain a deeper understanding of how well you are achieving.

Yours sincerely

David Byrne  
Lead inspector

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