

# Bacup St Saviour's Community Primary School

Lane End Road, Bacup, Lancashire, OL13 9RR

**Inspection dates** 18–19 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress in their academic and personal development. They achieve well given their starting points to school. By Year 6 pupils achieve above-average standards in reading.
- Children get a good start to school in the Early Years Foundation Stage.
- Disabled pupils, those with special educational needs and those eligible for the pupil premium make progress that is equally as good as that of other pupils.
- Teaching and learning are good with outstanding elements. Across the school, teachers have high expectations and deliver lessons that are interesting and help pupils to improve.
- Parents appreciate the rapid improvement underway. 'The school has a positive feeling and nothing is too much trouble for staff' is a comment which typifies the views of the vast majority.
- The school gives all its pupils good quality experiences that successfully promote their spiritual, moral, social, and cultural development.
- Pupils are motivated by their work, are well behaved and safe. In lessons and around the school, they concentrate well and thrive when working collaboratively.
- Teaching assistants make a very good contribution to the learning of all pupils through good support and interventions.
- The excellent actions of the headteacher are rapidly improving progress and achievement. The new staff team is very well managed to give pupils a good education.
- Governance is very effective because governors challenge staff to make improvements and support them in doing so.

### It is not yet an outstanding school because

- Teaching is not yet outstanding because pupils are not as confident as they could be at working independently and they are not taught well enough to use computer technology.
- Standards in writing are below those of reading and more pupils could reach higher standards.
- In mathematics, pupils are not confident enough to apply their secure basic skills to solve mathematical problems and conduct investigations.

## Information about this inspection

- The inspector observed 10 lessons, three of which were carried out jointly with the headteacher.
- Meetings were conducted with governors, the staff team, a representative from the local authority and two groups of pupils.
- Information from the scrutiny of a range of school documentation added to inspection judgements. This included the details relating to safeguarding, the improvement plan, the school's procedures for gaining an accurate view of its performance and records of pupils' standards and progress.
- The views of parents were gathered by analysing the responses to a school questionnaire and conducting a meeting with a group of parents. Reference was made to the online questionnaire (Parent View) but an insufficient number of responses were registered to be reliably representative.
- An analysis of 11 staff questionnaires, together with an ongoing dialogue with teachers and teaching assistants, gave the inspector an insight into the views of the staff.

## Inspection team

David Byrne, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average primary school.
- All pupils are of White British background.
- The percentage of pupils supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils eligible for the pupil premium grant is above the national average. (The pupil premium grant is additional government funding for pupils who are known to be eligible for free school meals, children from armed service families and children that are looked after by the local authority.)
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection, all teaching staff have changed and a new headteacher was appointed in September 2011. The deputy headteacher took up post in April 2012.

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

- Increase the amount of teaching that is outstanding, and so raise pupils' achievement further by:
  - developing the skills of staff and pupils in the use of computer technology
  - improving the confidence of pupils to learn without close adult direction.
- Further improve progress and raise standards in writing by:
  - providing more opportunities for pupils to write at length during English lessons and in other subjects
  - raising teachers' expectations even further in Key Stage 2 to ensure pupils' handwriting, spelling and grammar are consistently of a high quality.
- Raise standards in mathematics by:
  - providing regular opportunities throughout the curriculum for pupils to apply their skills of calculation to solve mathematical problems.

## Inspection judgements

### The achievement of pupils is good

- From their starting points to school, pupils achieve well. Progress across the school has improved rapidly since the last inspection and is currently faster than expected nationally.
- Standards vary because of the different nature of the small year groups, with some having more pupils that need additional support. In 2012, standards were above average in Year 6 with strengths in reading.
- Strong and reliable data held by the school indicate that across the school, standards are rising; in most classes, standards are at or above the expectations for pupils' ages. Reading is particularly good. This is evidence of the success of raising the profile of reading across the school. This has included investments in new reading books, revamping the library and conducting training for teaching assistants in the teaching of reading.
- Children get a good start in the Early Years Foundation Stage because of good teaching. They settle in quickly to school life and progress at a good rate. Children become confident and secure learners, well prepared for Key Stage 1.
- Standards are rising at Key Stage 1 and were average in 2012. In that year, however, too few pupils in Year 1 gained the expected level in the national reading check. Swift action by teachers and their assistants has improved the teaching of the sounds that letters make (phonics). Pupils in Year 1 are now doing as well as expected for their age in reading. By the end of Year 2, standards in reading are above average; they are average in mathematics and writing.
- At Key Stage 2, achievement in English has improved significantly since the visit of Her Majesty's Inspector in 2012. Pupils are reading at a higher level and standards in writing are improving at a good rate but skills of presentation, spelling and grammar are not consistently high enough. Work is in hand to develop further pupils' ability to apply the basic skills of mathematics for them to find their own ways of solving mathematical problems and conducting investigations.
- In 2012, standards in English and mathematics of Year 6 leavers eligible for the pupil premium slightly exceeded those of similar pupils nationally and were close to those of other pupils within the school. Disabled pupils and those with special educational needs make good progress towards their individual targets. These good achievements demonstrate the school's commitment to equality of opportunity for all its pupils.
- Pupils have limited use of computer technology in their lessons. As a result, their skills of using new technology as a tool for learning are a relative weakness, which at times impedes pupils' learning.

### The quality of teaching is good

- The new teaching team has quickly become a strong force. Teachers and their assistants make a good contribution to the education of all children and pupils across the school.
- Pupils are excited by their lessons, especially when they are practical and they can express their own ideas to complete the tasks. In Years 3 and 4, pupils were fascinated by the challenge of separating sand, water and marbles as part of their science lesson. In Years 5 and 6, pupils had a strong opinion about whether school should or should not open on Saturday mornings. Their views were expressed as written arguments for or against.
- Reading is taught well. Good attention prepares pupils to read in the Early Years Foundation Stage and standards are rising in Key Stage 1. All staff, including teaching assistants, have a wide repertoire of activities that inspire children to learn the sounds that letters make. In Key Stage 2, reading is a daily feature of the timetable and includes time for pupils to listen to adults sharing a book with the class – this is a favourite with pupils! Writing is also a strong focus for teachers, especially in Key Stage 2. Currently not enough time is given for pupils to build their stamina in producing extended pieces of writing.
- Good subject knowledge of mathematics informs well-planned and organised lessons. The

emphasis is on calculations and not enough attention is given to stretching pupils by enabling them to apply their secure basic skills to solve mathematical problems and conduct investigations.

- Assessment across the school is much better than at the previous inspection. It is used intelligently to match work to individual needs. Difficult ideas, for example, explaining the value of digits up to and beyond 100 to younger pupils, are explained very well using mathematics equipment such as counters.
- Staff meticulously track the progress of individuals and groups. This includes those eligible for the pupil premium and disabled pupils and those with special educational needs. If a pupil is at risk of falling behind, extra help is given quickly. The contribution of teaching assistants in offering additional support is of a high quality and helps pupils to catch up. The school recognises the needs of more-able pupils; for example, some higher attaining writers in Year 2 and Year 6 are given additional support to boost their progress.
- The quality of work in pupils' books has improved in recent times with pupils showing an obvious pride in what they do. Marking is generally accurate, supported by a range of helpful comments and appropriate praise. Pupils made a point of saying how helpful they found this and other feedback.
- The school has recently purchased new computer equipment but it is not yet used enough to support learning in lessons.

### **The behaviour and safety of pupils are good**

- Pupils say they feel happy and safe at school, a view supported by the vast majority of parents. Pupils respond positively to the recently improved school policy for behaviour. Pupils are kept so busy in lessons that they have no time to misbehave. Behaviour in lessons and around the school is very good. Pupils are keen to gain house points for their conduct and get the chance to win a prize at the weekly awards assembly.
- A range of evidence shows that there is very little bullying. Pupils know that bullying is unacceptable and understand the different forms it can take, showing that any form of discrimination is not tolerated.
- Pupils understand the dangers of using the internet and can explain why they should never reveal personal details to others. They talk intelligently about the procedures to follow in the event of a fire.
- Pupils enjoy taking responsibilities such as being library assistants or acting as school councillors. Some are proud to be helping the environment by, for example, composting waste materials in pursuit of an Eco award. They willingly help adults and each other, showing that the school is effective in promoting good relationships. Pupils are proud of their involvement in the community, such as taking part in the Bacup Carnival, or representing the school in sports events.
- Pupils are punctual to school and lessons, and attendance is average.

### **The leadership and management are outstanding**

- The leadership of the headteacher and the overall management of the school are excellent. Leadership by key staff, including the school bursar and governors, is very good. Decisions have been swift and incisive and have led to rapid improvements in standards and progress.
- The headteacher inspires the staff and pupils. She has infectious energy and generates respect among staff, pupils and parents. All actions taken since her appointment have been imaginative yet deeply rooted in common sense. Care is taken to consult with everyone connected with the school to secure the best way forward. All staff appointed are of high quality and the headteacher ensures that they are well supported when they take up their posts.
- Under the current leadership, weaknesses identified at the previous inspection, and by Her Majesty's Inspector's check on English, are being rectified. Other areas of weakness, such as the

need to raise standards in aspects of mathematics, have also been recognised and acted upon. This excellent track record gives the school an excellent capacity to sustain its current improvement.

- The skills of all staff are recognised and valued. Individual flair is encouraged to meet the pupils' needs. Teachers' performance, as well as that of teaching assistants, is checked regularly, which has led to significant improvement in quality. The results of these checks are used well to ensure that teachers receive any necessary further training. Teachers have appropriate responsibilities for their level of pay.
- The headteacher and senior staff are very thorough in checking on the school's progress. Data are used very well, especially to ensure good progress by disabled pupils, those who have special educational needs or are supported through the pupil premium. Teachers and governors have a good understanding of the data and of how the school's performance compares with other schools nationally.
- There is an interesting and varied curriculum. It focuses on developing reading, writing and numeracy, but less so on the use of computer technology. Art, music, sport and history all feature strongly and pupils have the opportunity to learn French. Educational visits enrich learning, for example to local museums and the local town. Pupils have access to a wide range of clubs after school.
- School leaders have developed very strong partnerships with the nearby community, local schools and with secondary schools. Pupils benefit from the smooth transition from one stage of education to the next.
- Parents have a positive view of the school; they unanimously recommend it to others. They say that they feel very much part of the school and are full of praise for how staff listen to any concerns.
- The local authority's support is excellent. The local authority has a deep understanding of the school and provides highly pertinent and focused support to sustain the school's improvement.
- **The governance of the school:**
  - Governors have a very good understanding of the school and are dedicated to giving pupils the best possible start to their education. They challenge senior leaders to improve the school and help them to do so, for example by seeking the best possible quality of teaching. They check appropriately on the overall quality of teaching, and of how this links to policies for teachers' remuneration. All decisions on spending are scrupulously linked to school development, and value for money is high on the agenda. For instance, the school has invested heavily in reading, and it is no surprise that reading standards have risen. Resources allocated to the school for a specific purpose, such as the pupil premium, are checked to make sure funding is spent as intended and has a positive impact on pupils' progress. Governors meet their duty to keep pupils safe, for example by ensuring that staff and governors are trained appropriately in child protection and that safeguarding is secure. In summary, the governing body is a dynamic and well-informed group that is making a considerable contribution to the rapid improvements taking place in the school.

## 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

<b>Unique reference number</b>	119191
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	401820

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cliff Cohen
<b>Headteacher</b>	Michelle Dodgson
<b>Date of previous school inspection</b>	13 July 2010
<b>Telephone number</b>	01706 877900
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