

Bacup Holy Trinity Stacksteads Church of England Primary School

Booth Road, Stacksteads, Bacup, Lancashire, OL13 0QW

Inspection dates 22–23 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Holy Trinity Stacksteads continues to provide an excellent standard of education for all its pupils.
- Pupils are highly enthusiastic about their learning and make outstanding progress.
- Pupils typically reach above-average standards in English and mathematics by the time they leave at the end of Year 6.
- Excellent individual help and guidance mean that pupils who are supported by additional funding, such as those supported by the pupil premium, disabled pupils and those who have special educational needs, do especially well.
- Teaching is outstanding in all year groups. Lessons are challenging and focus on developing basic skills which will ensure pupils are well prepared for the next stages in their education.
- Work is marked regularly and pupils respond to teachers' written comments. However, high quality work is often let down by poor presentation.
- Pupils' behaviour and attitudes are outstanding. They are highly motivated and engage readily in their learning. Relationships with each other and adults are excellent. Pupils feel safe and parents have great confidence in the way the school teaches and looks after them.
- The headteacher is a leader of the highest quality, and the team of senior and other leaders is highly effective in constantly improving the quality of teaching and learning.
- The governing body is well led and plays an important role in driving school improvement.

Information about this inspection

- Inspectors visited 21 lessons or parts of lessons including a joint lesson observation with the headteacher.
- A range of pupils’ work was reviewed and inspectors heard pupils of different ages reading.
- Meetings took place with the headteacher, staff, a group of pupils and the Chair of the Governing Body. A telephone conversation took place with the school’s local authority advisor.
- Inspectors looked at a range of documentation, including the school’s data on pupil progress, and records relating to pupils’ behaviour, attendance and safeguarding.
- Inspectors took account of the views of 19 responses to the on-line questionnaire (Parent View) and met informally with a number of parents at the start of the school day. Inspectors also took into account 111 responses to the school’s own survey of parents’ views. The views of staff were also considered.

Inspection team

Christine Millett, Lead inspector	Additional Inspector
Ben Harding	Additional Inspector
Frances Farnorth	Additional Inspector

Full report

Information about this school

- Holy Trinity is larger than the average sized primary school.
- The overwhelming majority of pupils are of White British heritage. There are no pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of pupils supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.
- Since the previous inspection there have been a number of changes in staffing. The headteacher has been at the school for a considerable time, and supports other schools.

What does the school need to do to improve further?

- Introduce a more consistent approach to the presentation of pupils' work by:
 - providing further opportunities for pupils across the school to practise their handwriting skills
 - ensuring teachers model a legible handwriting style when marking work
 - making sure teachers' marking draws pupils' attention to the importance of careful presentation of their work.

Inspection judgements

The achievement of pupils

is outstanding

- From their individual starting points, pupils make excellent progress. Most children start Nursery with skills below those typically expected for their age, although lately some aspects of children's communication and skills in mathematics have been well below those expected. Pupils reach high standards in reading, writing and mathematics by the time they leave Year 6.
- Children make good progress in the Early Years Foundation Stage and join Key Stage 1 having made strong gains in all areas of learning. The results of the 2012 Year 1 national reading check on pupils' knowledge and understanding of letters and the sounds they make (phonics) were in-line with national averages.
- A good rate of progress continues in Key Stage 1. Attainment by the end of Year 2 has been rising steadily so that the proportion of pupils reaching expected levels in reading and mathematics is in-line with those found nationally. It is higher than average in writing. Current data show that progress continues to accelerate.
- In Key Stage 2 pupils reach high standards in reading, writing and mathematics. These are consistently above national averages. High achievement in writing has been a notable success.
- Pupils do well whatever their ability, including the more-able pupils. Disabled pupils and those who have special educational needs, and those supported by pupil premium funding make as much progress as their classmates. Pupils eligible for the pupil premium reach similar high levels of attainment as their peers. This is because teachers plan pupils' learning carefully to make sure their specific needs are met and so ensuring equality of opportunity.
- Pupils enjoy reading and make good use of the school library. They have many opportunities to read in class throughout the school day. Pupils in Year 6 say that they read every day. Many pupils have regular opportunities to read with adults in school, which contributes to high standards.

The quality of teaching

is outstanding

- Much of the teaching across the school is outstanding and it is never less than good. Teachers have high expectations of all groups of learners. They create a calm, welcoming and extremely positive learning environment, which encourages good relationships and promotes high expectations of pupils' behaviour and achievement.
- In the Early Years Foundation Stage, routines are well established and learning activities are carefully organised. Staff provide a highly stimulating learning environment where children quickly become confident and eager learners.
- Pupils gain from lessons that move at a brisk pace and which give them the opportunity to work in pairs and groups to learn from each other. Excellent learning habits are acquired starting from the Early Years Foundation Stage, where children are already making choices and taking responsibility for their learning.
- The questioning of pupils is very effective. It is targeted to ensure that all pupils remain involved in the lesson, and helps to consolidate learning by encouraging pupils to explain their reasoning.
- Regular written and verbal feedback by teachers to individual pupils and groups is of a good quality and ensures that pupils have a clear understanding of how to improve their work. Marking is undertaken conscientiously and pupils have opportunities to correct their errors and respond to teachers' comments. However, little reference is made to the presentation of pupils' work or the quality of their handwriting, which too often does not match the high standard of the content.
- Teaching assistants are a valuable asset. They play an important role in the teaching of phonics and in all areas of school life, including supporting disabled pupils, those who have special

educational needs, and other pupils who need more support.

The behaviour and safety of pupils are outstanding

- The behaviour in lessons and around school is outstanding. Pupils are unreservedly polite and courteous to one another and to staff, and there is a strong community feeling to the school. They enjoy welcoming visitors to the school and show great curiosity in people and the world around them.
- Pupils have outstanding attitudes to school. They are eager to learn and highly motivated. They demonstrate excellent social skills, working well together in pairs or small groups. They respond well to teachers' high expectations and enjoy opportunities to work independently.
- Pupils say they feel safe, and that everyone behaves safely in and around school. Pupils confirmed that the exemplary behaviour seen during the inspection was typical. Well established routines ensure movement in and out of classrooms to the playground, assembly or dining hall is well organised and orderly.
- Children in the Nursery and Reception settle quickly and happily into school routines. They help to keep their classroom and outdoor area tidy by making sure things are put away. Older pupils who act as lunchtime buddies are excellent role models for the youngest children in school.
- Pupils have a thorough understanding of bullying and the different forms it can take and say that they know what to do if they have a concern. They are confident that staff will respond quickly to any problems should they occur.
- In its efforts to improve attendance the school has introduced termly attendance reports for parents, which have had a very positive impact. Attendance has improved and is now above the national average.

The leadership and management are outstanding

- The exceptionally effective and experienced headteacher provides the school with a clear vision and has created a strong team spirit among staff, all of whom say they are proud to be members of staff at the school. The headteacher is supported by very able governors who have equally high expectations.
- The school's procedures for gaining an accurate view of its performance are rigorous and accurate, and feed into the school improvement plan. Priorities are based upon agreed areas for development and are monitored regularly by the governing body and staff. This highly effective process means there is always a sharp focus on specific areas for development in order to continually move the school forward and ensure that pupils achieve their full potential. The school's leadership has shown that it is capable of continuing to make improvements.
- The school promotes equality of opportunity extremely well. It uses a detailed tracking system that helps staff see clearly how well pupils are progressing. This means any potential underachievement is quickly recognised and swiftly addressed.
- The rich and varied curriculum, including the very popular 'Forest School', meets the needs of all pupils extremely well. Pupils are provided with a variety of valuable and exciting experiences such as History Week, which culminated in pupils displaying artefacts they had made in the school 'museum'. The curriculum makes an outstanding contribution to their spiritual, moral, social and cultural development.
- Teaching and learning are monitored rigorously and staff constantly strive for improvement. Teachers know that they are held responsible for the improvement and success of their pupils. They are helped by the highly effective linking of their performance targets to frequent opportunities for further training.
- Astute use of the pupil premium funding has consistently promoted effective and focused teaching of eligible pupils, leading to their exemplary progress. This funding has also been used

to boost resources and to provide one-to-one adult support.

- The local authority has a very high regard for the school and invites leaders to be involved in supporting other schools. Any support that it provides is usually at the request of the school.

■ **The governance of the school:**

- The governing body is very well informed. Governors support the school in all its activities and visit the school regularly. They are very aware of its strengths and weaknesses, holding the school rigorously to account. They have a clear understanding of the quality of teaching and pupils' achievement compared with all pupils nationally. The governing body evaluates its work and the governor with responsibility for training ensures members are made aware of suitable training opportunities which fit in with this. Governors make sure finances are used in a way that supports pupils' learning effectively. For example, they know how the pupil premium is being spent and how well the eligible pupils are doing as a result. Governors use their knowledge to make decisions about staffing and to make sure that pay is linked to teachers' performance. They ensure that statutory duties are met and arrangements for safeguarding pupils meet current requirements.

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

Unique reference number	119414
Local authority	Lancashire
Inspection number	413214

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	307
Appropriate authority	The governing body
Chair	Nicola Hallsworth
Headteacher	John Aspin
Date of previous school inspection	26 June 2009
Telephone number	01706 877025
Fax number	01706 870482
Email address	head@stacksteads.lancs.sch.uk

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