

Burnley St James' Lanehead Church of England Primary School

Briercliffe Road, Burnley, Lancashire, BB10 2NH

Inspection dates 12–13 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make progress at an even rate across the school and, therefore, achievement requires improvement.
- Too few pupils make consistently better than expected progress in reading, writing and mathematics.
- Not enough teaching is good or better. Tasks are not always well matched to pupils' needs and teachers do not always check that pupils complete corrections.
- Pupils are not provided with enough opportunities to practise their mathematical skills across the curriculum.
- Not all teachers benefit fully from the sharing of good practice.
- The uninspiring Early Years environment does not always stimulate children's early reading, writing, mathematical and problem-solving skills well enough.
- Targets in the school development plan and those included in teachers' performance management are not always ambitious enough to support good pupil progress.
- The governing body is not well-enough informed to hold school leaders fully to account for the standards achieved at the school.
- The new senior leadership team has not had time to bring about sustained improvements to the quality of teaching and pupils' progress.

The school has the following strengths

- The quality of teaching is improving and there are examples of good and outstanding teaching across the school.
- Pupils behave well and feel safe in school. They have positive attitudes towards learning, care about each other and value their teachers.
- Pupils' attendance rate is above average, which reflects their enjoyment of school.
- The curriculum develops pupils' spiritual, moral, social and cultural awareness well.
- The new headteacher has a clear view of how successful the school can be. She has accurately identified what needs to be done to move the school forward.
- The staff are now a cohesive team, determined to bring about the improvements that will secure at least good standards.

Information about this inspection

- The inspectors observed 18 parts of lessons, two of which were observed jointly with the headteacher. They also observed sessions taken by teaching assistants and listened to pupils reading.
- Meetings were held with groups of pupils, members of the governing body, a representative of the local authority and school staff.
- A telephone conversation took place between the lead inspector and one of the senior teachers at Hendon Brook Short Stay School, which is an alternative provision used by the school.
- Inspectors took account of 12 responses to the online questionnaire (Parent View) as well as responses to parental and staff questionnaires distributed very recently by the school.
- A range of documents were considered by inspectors, including the school's analysis of how well it is doing, the school development plan, information about pupils' progress, checks on the quality of teaching, minutes of governing body meetings, and records relating to attendance and safeguarding. Inspectors also examined work in pupils' books.

Inspection team

Louise Murphy, Lead inspector	Additional Inspector
Prydwen Elfed-Owens	Additional Inspector
Stefan Lord	Additional Inspector

Full report

Information about this school

- St. James' Lanehead Primary School is slightly larger than most primary schools.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from services families and those children that are looked after by the local authority.)
- Most pupils are from a White British heritage and few speak English as an additional language.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is slightly above the national average.
- Recently there have been a number of changes to staffing at the school, including a new headteacher who has taken up her post since January 2013.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching and, thereby, pupils' progress so that they are both consistently at least good, by making sure that:
 - work is always well matched to the needs of all pupils so that they can make as much progress as possible
 - teachers check that pupils respond to marking and correct and edit the work in their books, to help them learn from their mistakes
 - more opportunities are provided for pupils to practise mathematical skills across the curriculum
 - the Early Years environment is improved so that it continuously supports the development of children's literacy and numeracy skills
 - all teachers are able to improve their own teaching through observing the good and outstanding practice that already exists in the school.
- Improve the leadership and management of the school by making sure that:
 - targets identified in the school development plan, and those within teachers' performance management, are always set high enough so that they lead to pupils making at least good progress
 - members of the governing body rigorously monitor the impact of the school's actions and independently interpret pupils' progress information so that they are able to challenge the school's performance more effectively.

An external review of governance should be undertaken in order to assess how well this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Most children start the Reception Year with the skills and knowledge typical for their age and generally make expected progress. The progress that pupils make across the school is uneven between classes and subjects. Although the majority of pupils make the progress expected of them in reading, writing and mathematics, too few make better progress than this and, therefore, achievement requires improvement.
- Attainment across the last three years has declined slightly in reading, writing and mathematics at the end of Year 2. Test results at the end of Year 6 show that attainment in reading and writing has improved slightly but attainment in mathematics has declined. Attainment remains broadly average overall at the end of both Key Stage 1 and Key Stage 2.
- In 2013, compared to the previous year, a lower proportion of pupils were working at expected levels in the Year 1 phonics check (this determines how well pupils are able to match letters and the sounds that they make). School leaders' recognition that standards in reading needed to improve led to the purchase of new books to appeal to pupils' interests, and training for staff to improve their skills. As a result the teaching of reading is improving across the school and pupils are making progress at a faster rate.
- Pupils are provided with a range of opportunities to write for different reasons across other subjects. Attainment and achievement are stronger in writing than in reading and mathematics at the end of Key Stage 2. However, there are too few opportunities for pupils to practise basic mathematical and problem-solving skills across the curriculum.
- The school now provides focussed support for the more-able pupils and disabled pupils and those with special educational needs. In response, there are now pockets of good achievement for these pupils. However, overall the progress that these pupils make is similar to the progress of other pupils in the school.
- The school now recognises the importance of closing the gap in attainment between pupils known to be eligible for free school meals and those who are not. Effective interventions are now in place to support these pupils and school data shows that rapid progress is now being achieved. However, they have not been in place for long enough to show sustained improvement. At the end of 2013, attainment of eligible pupils was approximately one year behind that of other pupils in reading, writing and mathematics. The school's commitment to equality of opportunity is not yet fully effective.

The quality of teaching

requires improvement

- There are some examples of good and outstanding teaching across the school. However, the quality of teaching of reading, writing and mathematics is uneven between classes and requires improvement because it has not resulted in continued good progress for pupils.
- Where teaching requires improvement teachers do not use all of the information available to them to plan work that is at the right level for all pupils. As a result work is too easy for some and too difficult for others.
- The learning environment for Reception pupils is largely dull. There are too few examples of attractive numbers and letters, including labels and descriptions. As a result children's curiosity is not being effectively stimulated to encourage them to investigate and explore early literacy, numeracy and problem-solving skills, especially during independent activities.
- The quality of teachers' marking has recently improved. They often provide good advice to pupils on how their work can be made even better. However, teachers do not consistently check that pupils follow this good guidance and correct and edit their work. Consequently, pupils do not always learn from their mistakes.
- In the best lessons, learning moves forward at a brisk pace. Teachers question pupils carefully to assess their level of understanding. They encourage pupils to discuss their ideas and reflect on

how they can improve their work. Resources are well used to promote learning and the teacher and teaching assistants work well together as a team.

- For example, during one literacy lesson the teacher used all of the above to excellent effect. Pupils were well supported to confidently describe characters from the Red Riding Hood story, using different levels of language depending on their ability. Other pupils were acting out what 'the wolf' might say during a highly motivating 'hot seat' activity that had the actors and audience enthralled.
- Teaching assistants are well trained; they question pupils effectively and mostly provide a good level of support to the pupils that they work with.

The behaviour and safety of pupils are good

- There is now a happy and purposeful atmosphere in the school. Pupils are polite and considerate, they cooperate well with each other in lessons and when playing together. Pupils tell us that behaviour has improved a great deal since the new headteacher came into post and they are pleased about this.
- Pupils' positive attitudes and their behaviour in class make a strong contribution to their learning. Adults manage behaviour well by consistently using the new school systems. This helps pupils because they know the rewards and consequences that result from their behaviour.
- Pupils say that lessons are interesting and fun. However, when activities are not at exactly the right level to meet pupils' learning needs, some pupils become distracted from their learning.
- Pupils feel safe in school and the majority of parents feel that their children are safe and well cared for in school.
- Pupils have a good understanding of different types of bullying and they know the difference between bullying and falling out. Pupils who spoke to inspectors agreed that there is no bullying at the school but that, if there were, an adult would deal with it quickly and effectively.
- Pupils are happy to take on roles of responsibility. The school council has recently helped to plan the 'run, jog, walk' event. This occasion helped keep pupils fit and raised a large sum of money, half of which will be donated to charity and the other half will be spent by the school council on equipment for the school. Older pupils act as sport ambassadors and teach younger friends games and activities, saying that, 'This stops anyone from being lonely.'
- Pupils have the opportunity to take part in sports to help them stay healthy and promote well-being. The primary school sport funding grant is being used to buy in support from external coaches. This is set to further develop the skills of teachers and pupils, so that pupils' participation in activities can be increased during lesson and break times.
- Attendance is above average and reflects pupils' enjoyment of school.

The leadership and management requires improvement

- Leadership and management require improvement. Although improvements to the quality of teaching and pupils' progress are evident, there is still more to do. Actions taken have not yet had time to have a sustained positive impact on pupils' progress or the on the quality of all teaching.
- School leaders have accurately identified what still needs to be done to improve standards. However, targets set within the school development plan and teacher performance management are not always sufficiently ambitious to ensure that the level of progress aspired to will result in at least a good level of achievement.
- The new headteacher has the expertise and determination to provide pupils with the best possible opportunities. She has successfully shared her plans for the future with school leaders. Staff now have complete confidence in the current senior leadership team and are supportive of their drive for further improvement. Middle leaders, although new to post, are fully involved in

monitoring the implementation and impact of new interventions and strategies. These actions show that school leaders have the capacity to continue to improve standards.

- The quality of teaching is regularly and rigorously checked. Staff are accessing appropriate training. They are also encouraged to seek out and observe excellent practice and then share their new knowledge and expertise with others. However, as yet, not all staff are benefitting fully from these opportunities.
- The curriculum does not yet support pupils to make consistently good progress with their literacy and numeracy skills. However, it is enriched by a variety of after-school activities and exciting trips linked to class topics. Pupils' spiritual, moral, social and cultural awareness is given good attention.
- Appropriate support to improve pupils' outcomes is provided by the local authority.
- The school works very well with the local short-stay school to provide appropriate support for pupils whose circumstances make them vulnerable.

■ **The governance of the school:**

- The governance of the school requires improvement. Attendance at committee level is variable and meetings sometimes have to be postponed because too few governors are present. Governors acknowledge that their knowledge of pupils' progress and of the difference made by the use of the pupil premium funding is limited. The composition of the governing body has changed recently but all are keen to engage in training to improve their knowledge. Governors are kept informed about the quality of teaching and know that teachers' progression through the pay scales must be linked to pupils' achievement. The governing body meets statutory requirements for the safeguarding of staff and pupils. Finances are managed appropriately to help the school to improve.

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	119487
Local authority	Lancashire
Inspection number	426260

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair	Alan Whittaker
Headteacher	Tracy Heys
Date of previous school inspection	6 October 2008
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