

Inspection of a good school: Haslingden St James Church of England Primary School

Regent Street, Rossendale, Haslingden, Lancashire BB4 5HQ

Inspection dates:

16 and 17 April 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Haslingden St James Church of England Primary is a warm and caring school. The school has established high expectations of its pupils in all areas of their school life. Pupils rise to meet these expectations. They are enthused about their learning and achieve remarkably well. Pupils are happy and well supported in the school community. The school's ethos is central to its approach. Individual development is nurtured through the establishment of key values that welcome all pupils into the school as their second home.

Pupils fully embrace the school's central value of kindness. They behave well across the school and treat each other and staff with care and respect. As a result, there is a calm, considered and purposeful atmosphere for learning. Pupils feel safe at school and are aware of being able to talk to all staff if they have a concern.

Pupils benefit strongly from an extensive programme of clubs and opportunities. These help them to develop their talents and interests, such as a wide range of sporting activities, music and dance clubs.

What does the school do well and what does it need to do better?

The school has established a detailed and well-structured curriculum which is ambitious for pupils. This includes for those pupils with special educational needs and/or disabilities (SEND) and also the significant number of pupils who arrive at the school with no spoken English. The school has identified the important knowledge it wants pupils to learn and when this learning should take place. Teachers' subject knowledge is strong, and they use assessment effectively to support pupils' next steps in learning. This allows teachers to deliver a curriculum in a way that enables pupils to build their knowledge very securely

over time. Teachers' choice of learning activities enables pupils to become resilient and inquisitive. As a result, pupils across the school, including those with SEND, are consistently enthused about their learning.

The school prioritises reading, which teachers promote with an infectious enthusiasm. As a result, pupils are keen to develop and achieve well with reading. Pupils have access to an extensive range of reading materials and resources. These are engaged with fully and enthusiastically. Children are immersed in the high-quality delivery of phonics in the early years. All staff have benefited from training in the school's phonics programme, which is delivered with consistency. Teachers' regular checks ensure that those who struggle to keep up with reading are identified quickly and receive effective support. As a result, pupils quickly secure the knowledge and skills that they need to read with confidence and fluency.

The school ensures that pupils with SEND are identified early. This enables pupils and their families to access the support they need. The school has established extensive advice and guidance for teachers to effectively support pupils with SEND. Additional input and approaches are provided for those pupils with the most significant needs. As a result, pupils with SEND are consistently engaged in lessons and achieve extremely well.

The school has ensured that there is a calm and orderly atmosphere. Pupils accept the high expectations for their behaviour as a natural feature of school life. This is reflected in their care and respect for each other. The school has embedded its unique values, which promote fellowship and community. This has fostered an engaging and successful learning environment. As a result, pupils have excellent attitudes to their learning in lessons, which proceed without disruption. Children in the early years are immersed in learning on entry. The school's emphasis on phonics ensures that they quickly develop their early reading skills. This helps to prepare them exceptionally well for Year 1.

The school has developed an extensive range of opportunities for the wider development of pupils. These have ensured that pupils have an informed understanding of different needs, cultures, beliefs and faiths. These opportunities allow pupils to celebrate differences and raise awareness of commonalities between each other. Pupils can take on responsibilities through a range of roles. These support aspects of their personal development, such as gaining leadership skills or learning to work as part of a team. This allows pupils to experience a strong joy and belonging about their time in school.

The school has fostered a strong, positive and supportive culture among staff. They feel recognised and supported in undertaking their responsibilities. The school has taken carefully considered actions to support the workload demands on staff, for example the time that they are given to complete additional tasks.

The school's nurturing of a family approach has engaged parents' commitment. Pupils benefit from these close working partnerships. As a result, pupils have a clear and strong belief in their school and the community.

Governors know the school well and have great passion and commitment to nurturing and inspiring pupils. Governors have a knowledgeable and accurate understanding of the

curriculum that pupils receive. They ensure that challenge and support of the school go hand in hand for all staff.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 119452 |
| Local authority | Lancashire |
| Inspection number | 10321366 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 210 |
| Appropriate authority | The governing body |
| Chair | Paul Adnitt |
| Headteacher | Frances Brady |
| Website | www.haslingden-st-james.lancs.sch.uk |
| Dates of previous inspection | 15 January 2019, under section 8 of the Education Act 2005 |

Information about this school

- The school does not place any pupils in alternative provision.
- This Church of England school is part of the Diocese of Blackburn. The last section 48 inspection, for schools of a religious character, took place in July 2019. The school is awaiting confirmation from the diocese about its next section 48 inspection.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The inspector observed pupils read to a familiar adult.
- The inspector met with members of the governing body, including the chair of the governing body.
- The inspector met with the local authority representative.
- The inspector spoke by telephone to the representative of the diocese.
- The inspector evaluated parents' responses to Ofsted Parent View, including the free-text comments. The inspector also considered the surveys completed by staff and pupils.

Inspection team

Iain Sim, lead inspector

Ofsted Inspector

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