



Bacup Holy Trinity Stacksteads Church of England Primary School

Inspection Report

Unique Reference Number 119414
LEA Lancashire
Inspection number 280551
Inspection dates 5 April 2006 to 5 April 2006
Reporting inspector Roger Hartley HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Booth Road
School category	Voluntary controlled		Stacksteads
Age range of pupils	3 to 11		Bacup, Lancashire
Gender of pupils	Mixed	Telephone number	01706 877025
Number on roll	289	Fax number	01706 870 482
Appropriate authority	The governing body	Chair of governors	Mr Dale Connearn
Date of previous inspection	1 March 2000	Headteacher	Mr John Aspin

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by one of Her Majesty's Inspector of Schools. The inspector met with the headteacher, members of staff, pupils and governors, scrutinised a range of documentation provided by the school, and inspected parts of lessons. The inspection also took account of national and school data.

Description of the school

Bacup Holy Trinity Stacksteads CE Primary School is situated close to the small Lancashire town of Bacup in the Rossendale Valley. There are 280 pupils on roll aged 3 to 11 years, including 43 who attend the nursery class part-time. Almost all the pupils live in the immediate area, which displays some features of disadvantage. Twenty percent of the pupils are eligible for free meals, which is above the national average, while 72 pupils have been identified with learning difficulties and/or disabilities, a high number, including six with a statement of special educational need. Ninety eight percent of pupils are of white British background.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Bacup Holy Trinity Stacksteads CE Primary School is an outstanding school. In all major respects it achieves well and reaches levels of performance that are at least good and mainly outstanding. Despite many children entering the Foundation Stage with low levels of attainment, they make rapid progress and at the end of both key stages reach standards which are above national levels. From whatever starting point, pupils make noteworthy gains in their learning with improved results year on year. The school is in the top 20 percent of schools nationally.

The school is proud of the standards reached, and rightly so. However, they would not be so commendable but for the lively, stimulating and well matched work provided by the highly professional and skilled staff team, and the pupils' healthy attitudes to learning and desire to do well. They are eager to learn, behave very well indeed, and quickly become independent and self-confident. Good foundations for learning are laid from the word 'go' and built upon throughout each successive stage. By the time they leave, most pupils display all the early hallmarks of becoming mature young adults. They are introduced to the benefits of healthy living; know how to respond in different circumstances; and are appreciative of the care and challenge provided by adults. Parents are full of praise for the school and feel their children are secure, well-taught and get a 'very good deal'. One parent writes... "bringing my children here has been the best move I have ever made".

None of this could have been achieved without the very effective and dynamic leadership and management of the headteacher, the strong team work of the whole staff, the very good quality teaching and a stimulating and interesting curriculum which meets the needs of the pupils. The school is constantly striving to find ways of doing things better; for example, introducing a refined and effective assessment system, and finding innovative ways of enriching the curriculum. There are some aspects of the work which need strengthening further, such as improving the quality of reading in Key Stage 1 and the writing at Key Stage 2, particularly of boys, but the school has identified measures to improve matters.

Overall, the school provides very good value for money.

Achievement and standards

Grade: 1

- Children enter the Foundation Stage with levels of knowledge and understanding that are generally below those expected for their age, but they make good progress, and by the end of Key Stage 1, standards are above national averages.
- The optimistic picture continues throughout Key Stage 2, where results are again above national averages with significant numbers of pupils reaching higher levels; for example, two thirds of pupils gained Level 5, a full level above the norm, in science.

- The pupils make at least good and often very good progress in their learning, and have done so consistently over several years. Almost all the pupils who took national tests in Year 2 and remained at the school to take Year 6 tests have achieved very well. In lessons, pupils make excellent progress in their learning.
- There are some aspects which can be improved and for which the school already has strategies in place: better reading levels at Key Stage 1; and writing at Key Stage 2, especially for boys.
- Overall, the standards achieved place the school in the top 20 percent of those nationally; a healthy position which has been maintained over the last three years, representing outstanding performance.

Personal development and well-being

Grade: 1

- The provision is outstanding.
- The school successfully creates a safe, happy and stimulating learning environment. Relationships between staff and pupils are excellent and pupils feel adults listen to their views.
- The pupils display very positive attitudes to learning and are encouraged to be independent from an early age. They are attentive and eager to answer questions; concentrate well; and work with others or on their own for commendable periods of time, and without fuss.
- The pupils are extremely well behaved and attendance is in line with national averages.
- The pupils' spiritual, moral, social and cultural development is a strong feature threading through the school community.
- Pupils are taught the importance of healthy lifestyles. There is an extensive range of sports and cultural events and healthy living permeates much of school life. Pupils make a positive contribution to the school and community by accepting responsibility; election to the School Council; taking part in local festivals and clean up campaigns; and raising over £10,000 in six years for charities.
- Pupils are encouraged to 'aim high' and staff frequently celebrate, praise and display their work.

Quality of provision

Teaching and learning

Grade: 2

- The quality of teaching is good with some outstanding features.
- Lessons are well planned, the work is accurately matched to pupils' learning needs, and they contain enough variety to keep the pupils on their toes.

- Teachers are skilled at using different teaching resources and techniques such as electronic whiteboards, 'talking partners', and asking interesting and challenging questions to find out what the pupils know.
- The teachers are enthusiastic, have very good subject knowledge, and enjoy their work. They know the pupils well and there is an excellent sense of partnership between teacher and learners.
- Teaching assistants are well used and provide good support for pupils with learning difficulties and/or disabilities.
- Classroom environments are bright and pleasant places to be, with easily accessible resources, and good quality displays of pupils' work.

Curriculum and other activities

Grade: 2

- The curriculum is broad, well balanced, rich and exciting and meets statutory requirements.
- The school is constantly striving to improve the content and planning of the curriculum. There is an increasingly strong cross-curricular flavour to much of the learning so that skills learned in one subject are used to support learning in another. These links; for example, in Information, Communication and Technology (ICT), writing, mathematics and science, are already showing much promise and are part of a much bigger plan over the coming months to further enrich the curriculum.
- There is a good range of extra curricular activities to extend aspects of the daily curriculum; for example, through sporting events, visits in the local community and further afield, and a variety of cultural activities.

Care, guidance and support

Grade: 1

- Pupils are extremely well-cared for and all the staff place individual pupils at the centre of their endeavours. The pupils feel valued, safe and cared for and have excellent relationships with adults and other pupils.
- Pupils know what to do and who to go to if they feel upset or threatened; the school has well-established procedures for dealing with bad behaviour and/or bullying.
- The school's arrangements for assessing pupils' attainment and tracking their progress are very thorough and comprehensive. Information gained is used to set targets which are reviewed regularly by class teachers and senior leaders. As a consequence, pupils make brisk progress and are not allowed to 'rest on their laurels'.
- The pupils' work is marked regularly and teachers make helpful comments to identify the next steps for the pupils.

- There are very strong lines of communication with parents who value the work done by the school for their children. There have been many expressions of gratitude and support for the school's endeavours in the parents' questionnaires.

Leadership and management

Grade: 1

- The headteacher is providing outstanding leadership and management, ably supported by the whole staff team. There is a clear vision for the school which is communicated very effectively, and understood by all the adults who work in the school. It focuses on encouraging each pupil to fulfil their potential through promoting their personal well-being and providing a vibrant and challenging curriculum. In both respects, the school achieves a high level of success.
- A feature of the school is the way it constantly strives to improve what it is already doing well; for example, refining assessment procedures, and evaluating new curriculum ideas.
- There is good team work. The headteacher is skilled at delegating tasks to different groups of teachers. Much of the success in raising standards and providing a high quality curriculum is due to the effectiveness of subject leaders. They have clear roles, work in a consistent way, and know how their contribution fits into the wider picture.
- The senior leadership team is in the process of change due to retirement, although plans are well advanced to sustain its impact across the school.
- There is a comprehensive and effective system of monitoring and evaluating teaching and learning, where outcomes are shared with individuals and staff groups.
- The headteacher gauges well when and how to involve the whole staff in decisions, and when to lay down how things will be done.
- The governing body is very supportive of the school and knows its strengths.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Bacup Holy Trinity Stacksteads Church of England Primary School

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05 Apr 2006

Dear Children

I would like to say how much I enjoyed spending a day in your school. Thank you for being so polite and helping me.

I spent a lot of time finding out how well you are learning by watching you work in some of the lessons and talking to Mr Aspin and your teachers. At the end of the inspection, I talked to Mr Aspin about what I had found out. This is what I said.

I thought you were very well behaved all of the time. The youngest boys and girls shared things and took turns, and older children acted responsibly, taking care of books and equipment. All of you work hard, listen to your teachers and try your best to answer their questions. You told me that you enjoyed coming to school and felt that the teachers were interested in you and that you were happy to talk to them and they took good care of you.

One of the jobs I have to do when I inspect schools like yours is to see if there are any things which could make your school even better. Of course I couldn't think of anything you need to do because you're brilliant already! It was a very difficult job because your headteacher and teachers work so very hard. I suggested that they might help you get better in your reading and writing, and also to keep on finding interesting ways of teaching you new things. That will be difficult, because they are nearly as brilliant as you!

I know you enjoy coming to school. So keep working hard so that Mr Aspin, your teachers and parents can be proud of you!

Yours sincerely

Roger Hartley HMI