



# Accrington Benjamin Hargreaves Voluntary Aided Church of England Primary School

Inspection Report

**Unique Reference Number** 119441  
**LEA** Lancashire  
**Inspection number** 280558  
**Inspection dates** 24 January 2006 to 25 January 2006  
**Reporting inspector** Mrs Pat Kime

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

<b>Type of school</b>	Primary	<b>School address</b>	Barnfield Street
<b>School category</b>	Voluntary aided		Accrington
<b>Age range of pupils</b>	4 to 11		Lancashire, BB5 2AQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01254 232130
<b>Number on roll</b>	161	<b>Fax number</b>	01254 232130
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Kathleen Jones
<b>Date of previous inspection</b>	1 February 2000	<b>Headteacher</b>	Mrs Pauline Mallaby

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 24 January 2006 - 25 January 2006	<b>Inspection number</b> 280558
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## **Description of the school**

Accrington Benjamin Hargreaves Voluntary Aided Church of England Primary School is a smaller than average school of 86 girls and 75 boys. An increasing number of pupils (currently about 15 per cent) are from minority ethnic groups and for some of these English is an additional language. The school serves a residential area of Accrington where there is some social and economic disadvantage. Nonetheless, the proportion of pupils receiving free school meals is broadly average. The school has identified an average proportion of pupils as having learning difficulties and/or disabilities.

At the time of the inspection, most of the Year 5 and Year 6 pupils and some of the teachers were away from school on a residential educational visit.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It gives high priority to its Christian mission which underpins its caring ethos. It gives pupils a good education and provides them with pastoral care and personal support of a very high order. The school has a very good partnership with parents and is very well regarded by them. It provides good value for money.

Teaching is good, though marking could be more helpful to pupils. The school offers a good curriculum which is enriched with extra-curricular clubs, educational visits and visitors. The development of the key skills of literacy, numeracy, and information and communication technology (ICT) through other subjects could be strengthened. Pupils make good overall progress throughout their time at the school, though in Key Stage 2 (the juniors) progress in science is not quite as good as in English and mathematics. Senior staff and the governing body together provide the school with good leadership and management. They know what is needed to secure further improvement. The plans for improving achievement in each subject should be sharper. The school's evaluation of its effectiveness is accurate. This along with the staff's and governors' reflective approach and commitment to development mean the school has good capacity for continued improvement.

### What the school should do to improve further

- in Key Stage 2, enable pupils to make as good progress in science as they do in English and mathematics
- improve marking so pupils know better what they have achieved and how they could do better
- provide more planned opportunities for pupils to develop and use literacy, numeracy and ICT skills in other subjects
- improve the planning for improvement in subjects.

## Achievement and standards

### Grade: 2

Pupils make good progress throughout the school and, in most respects, all groups of pupils do equally well in relation to their starting points. Year groups are small and there is considerable variability, from year to year, in what children can do when they start in reception. But, taken overall, attainment on entry is a little below average.

Children get off to a good start in the reception class. They settle into school life quickly and make good progress in learning. Standards in Year 2 are above average showing that this year group has made good progress in Key Stage 1.

In Year 6, standards are broadly average in English, mathematics and science and this represents good progress for these pupils. However, in the junior years (Key Stage 2) progress in science is less rapid than in English and mathematics. This is primarily because pupils' skills in scientific investigation are not as advanced as their scientific knowledge. Less able pupils amongst last year's leavers had made better progress in

English than mathematics. As a result, the mathematics programme has been adapted, entirely appropriately, to provide more practice of arithmetic. Standards in ICT are broadly average; this is a good improvement since the previous inspection.

The school's records of pupils' progress each year, the work of the present Year 6 pupils and last year's leavers' test results all confirm good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils make good progress in their personal development. They are well motivated to learn and well-behaved. Throughout the school, children are attentive in lessons, consider the needs of others and make good progress in working independently. Relationships are very good. Pupils get on well with each other and with staff who set a good example for them. Most gain confidence because their efforts and achievements are acknowledged and rewarded. The attendance rate is above the national average and reflects pupils' enjoyment of school.

Pupils make a positive contribution to the school and the life of the Church and the wider community. For instance, through their representatives on the school council they have suggested and effected improvements, such as the provision of mirrors in the cloakrooms and changes to the school uniform. Pupils learn to take responsibility for undertaking tasks that contribute to the smooth running of the school, for example putting out the chairs for assembly. They learn how to keep safe and to follow a healthy lifestyle and apply this learning well, for instance by choosing healthy snacks and enjoying being active at playtimes.

Pupils' spiritual, moral and social development is good overall with particular strengths in their moral and social development. The school's Christian ethos helps pupils develop spiritually and respect others. The school has close links with the church and pupils regularly raise money for charities in support of those less fortunate than them. Pupils have a very good understanding of right and wrong. Pupils' cultural development is satisfactory but more could be done to prepare pupils for life in our multi-cultural society.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The inspection showed that senior staff know how effective teaching is in each class and it confirmed the school's evaluation of teaching and learning as good overall. The effectiveness of teaching is evident from pupils' good progress.

In the lessons seen, teachers and support staff had very good relationships with the pupils. Teachers explained work clearly, deployed support staff effectively, and maintained very good order in a kindly and sensitive manner. In the most effective lessons, teachers' good subject knowledge underpinned a very clear focus for the work

and high expectations of what the pupils could achieve. The pace of learning was brisk, and the level of difficulty built up progressively. This resulted in pupils learning well and confidently.

Teachers mark pupils' work conscientiously but, in general, they should do more to let pupils know how well they learned and how they could do better. Expectations for pupils' use of English in other subjects are not always set high enough, for instance when they write in history or discuss concerns in personal, social and health education (PSHE). At times, work could be more tightly matched to pupils' different levels of attainment.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum which meets the needs of all its pupils. The curriculum is enriched by an outstanding range of well-attended activities outside lessons and a good programme of educational visits and visitors. It is enhanced by the provision of French from Year 2 to Year 6. Provision in ICT has improved since the last inspection. Pupils have opportunities to use literacy, numeracy and ICT skills in most subjects but such work could be planned better to make the most of such opportunities. In Key Stage 2, pupils' knowledge builds up well but the development of their subject specific skills lags behind. This was seen in history and science, for example in the development of experimental and investigative skills in science.

A comprehensive programme of personal, social and health education ensures that pupils learn how to keep themselves healthy and safe and build good life skills that set them on the road to becoming good citizens. Provision for pupils with learning difficulties and/or disabilities and those who are at the early stages of learning English is good.

## **Care, guidance and support**

### **Grade: 2**

Taken overall, care guidance and support for pupils is good. The quality of pastoral care is outstanding. The adults know the pupils very well and have a very high level of concern for their well-being. They go out of their way to ensure that pupils are safe and happy. Pupils confirm that they find the staff approachable, they know they will be listened to and their concerns acted on.

All the required policies and procedures to keep the children safe are in place. The arrangements to settle new children in when they start school are good. Pupils who have learning difficulties and/or disabilities are supported well in school and the school works very closely with other agencies to ensure that pupils receive the help they might need.

Whole school systems for assessing pupils' attainment and tracking their progress are effective and individuals who need extra help are quickly identified and supported well. However, academic guidance through marking should be improved so pupils know how well they learned and what they could do to improve.

## Leadership and management

### Grade: 2

The headteacher and her deputy took up their posts in September 2004. They are determined to improve pupils' achievement and are thoughtful about how to do so. The school's evaluation of its effectiveness is accurate. This is due to a combination of factors. The school has introduced more rigorous systems for assessing pupils' attainment, keeping track of their progress, and identifying areas for development. Senior staff keep a close eye on the quality of teaching. Governors and parents are involved and consulted. Consequently, development planning is securely based. For example, the analysis of data on pupils' attainment has led to successful action in tackling areas of relative weakness, such as writing. That said, planning for improvement in subjects is not always based on a sufficiently rigorous analysis or sufficiently sharply focused on pupils' achievement.

Staff are supported by a very well-organised governing body. Governors have a high level of involvement in the school's life and work and they balance support and challenge very well, striving, alongside the staff, to provide the very best for every pupil, within the school's Christian ethos.

Sufficient improvement has been made in the six years since the previous inspection. Standards have risen and all the key issues have been tackled.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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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Accrington Benjamin Hargreaves Voluntary Aided Church of England Primary School

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26 January 2006

Dear Pupils

Now that we have finished inspecting your school I am writing to let you know what we think. First of all, thank you very much for making Tony Calderbank and me so welcome in your school. We enjoyed talking to you and seeing your lessons. We are particularly grateful to those of you who came to tell us about the work you do and what you think of your school.

Yours is a good school and you do well, especially in English and mathematics. The staff work hard to provide lots of opportunities for you. They run lots of clubs, take you on visits and invite interesting visitors to talk to you. We could see that you want to learn and you enjoy school and the staff look after you very well. You are well-behaved and polite. We were pleased to see that you learn how to keep safe and healthy.

We think the following things could be even better.

You could learn more quickly in science in the juniors.

You could do more literacy, numeracy and ICT in other subjects.

When the teachers mark your work, they could tell you more about how you could do better next time.

Your school is run well and we are sure that Mrs Mallaby, the teachers, and the governors will carry on working hard to make it better still.

Do keep on working hard and enjoying school.

Yours sincerely

Pat Kime

Her Majesty's Inspector of Schools