



# Salesbury Church of England Primary School

Inspection Report

**Unique Reference Number** 119807  
**LEA** Lancashire  
**Inspection number** 280669  
**Inspection dates** 26 September 2005 to 27 September 2005  
**Reporting inspector** Barbara Hollingworth

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

<b>Type of school</b>	Primary	<b>School address</b>	Lovely Hall Lane
<b>School category</b>	Community		Salesbury
<b>Age range of pupils</b>	3 to 11		Blackburn, Lancashire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01254 244580
<b>Number on roll</b>	328	<b>Fax number</b>	01254 244581
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Reverend J Hartley
<b>Date of previous inspection</b>	1 March 2000	<b>Headteacher</b>	Mr P Corbett

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 26 September 2005 - 27 September 2005	<b>Inspection number</b> 280669
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

Salesbury Primary School is situated in a picturesque setting in the Ribble Valley. There is a nursery with 49 children who attend either a morning or afternoon session. In the main school, 279 boys and girls are taught in 9 classes, some of which contain two age groups. Almost all the pupils are from white ethnic backgrounds and few are eligible for free school meals. The proportion of pupils who have learning difficulties or disabilities is low. There are pre- and after-school care clubs, which are not managed by the school but have close links with it.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Salesbury Primary School rightly has a good reputation in the community as a school with high standards and pupils who are polite and confident learners. Pupils behave well in lessons, around school and in the pre- and after-school care club. The good relationships between all adults and pupils set firm foundations for learning through cooperation and teamwork. Even the youngest children in the nursery and reception classes are well prepared to learn, and by the time they leave at the end of Year 6, pupils have made satisfactory progress. Pupils know how to keep themselves safe and understand the importance of a healthy lifestyle. The curriculum provides opportunities to take part in projects that benefit the community, and prepares the pupils well for their future education and life. They participate enthusiastically in all the school has to offer.

The school has felt secure in the knowledge that standards have been consistently above the national averages year on year. It is only recently, when the results were not as high as expected, that some weaknesses in the school's ability to rigorously evaluate the effectiveness of its work were exposed. The school has identified relevant areas for improvement by using, for example, the results of tests and assessments, and has successfully tackled the issues raised for improvement after the last inspection. It does, however, lack a structured monitoring system to provide regular information on the quality of teaching and its impact on learning, and assessment information is not always used well to support teaching and learning. Although the headteacher and senior managers judged many key areas, including the leadership and management, to be good, inspection evidence only supports an overall judgement of satisfactory. The school provides satisfactory value for money.

### What the school should do to improve further

- Develop and use rigorous procedures that regularly inform the school about the effect of its provision on pupils' standards and achievement.
- Accelerate the current development and use of assessment information to improve the quality of teaching and pupils' progress, especially that of higher attainers.

## Achievement and standards

### Grade: 3

Pupils' attainment is above the levels normally expected for their age when they start school in the Foundation Stage. They make satisfactory progress to maintain these levels, and standards are above average at the end of both key stages. The available data from 2000 to 2004 show that the school's national test results have been significantly better than the national averages, although in 2004, the gap narrowed in science at the end of Year 6, when fewer pupils achieved the higher levels of attainment than expected.

The school rightly judges standards to be good but considers that the pupils also make good progress. However, in the Key Stage 2 national tests in 2005, the higher attaining pupils did not do as well as expected and results fell short of the school's targets, especially in writing. There are also other small pockets of underachievement, for example, in Key Stage 1, with instances of lower attaining pupils not making enough progress in reading.

Pupils with learning difficulties and/or disabilities make good progress because their difficulties are identified early and they receive effective support, often in small groups, where the learning activities are well matched to their specific needs.

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

### **Grade: 2**

The school successfully promotes pupils' personal development and well-being and the inspection confirms the school's judgement that this is good. Pupils behave well and show consideration towards each other and adults. The older pupils in particular show high levels of maturity as they move sensibly about school without supervision, and support the younger pupils without being prompted. Early one morning, for example, a Year 6 boy stopped playing ball with his friends to support a Year 1 pupil who was struggling to carry all his belongings. In an assembly, the pupils responded well when the candle was lit, reflecting thoughtfully on the mood created by the music. Pupils have a good awareness of different cultures and beliefs, their understanding enhanced by visitors into school and special celebration days.

Pupils enjoy coming to school and attendance is above average. They take pride in work done well, as when a Year 4 pupil chose her best piece of work because 'I had to think hard to get this right'.

The school actively encourages pupils to think carefully about healthy eating and the need to keep safe. Pupils select a balanced meal at lunchtimes from a range of tasty and attractively presented options, and bring fruit to eat during breaks. Pupils are aware of how to keep themselves safe from strangers and follow the rules for using the internet. They make a very good contribution to the life of the school and the local community through the school council and community projects. Pupils make good progress in developing personal qualities such as independence, responsibility and cooperation, in preparation for their future education and life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. The school judges teaching and learning to be good, but does not link the effectiveness of the teaching sufficiently to the pupils' progress.

Lessons provided several examples of good teaching which included an example of very effective practice, where all the pupils made very good progress. It was most effective when the teachers' secure understanding of the pupils' prior attainment enabled them to plan varied and challenging learning activities. In these lessons, the purpose of the learning was shared with the pupils and they received helpful verbal and written feedback on their work. Pupils knew how well they were doing and gained confidence in their own performance. Teaching assistants and other adult helpers were briefed effectively and deployed. They used their expertise in information and communication technology (ICT) to support groups of pupils. However, there are inconsistencies in the teaching and some of the features adversely affect pupils' progress, especially that of the higher attaining pupils. This is because assessment information is not always being used well enough to determine what the pupils have already learned and what they need to learn next to achieve as well as they can. In some of the satisfactory lessons, the pace of learning was not always brisk enough.

Pupils enjoy working in pairs and groups and they thrive on the many opportunities to discuss work with each other as well as with the teacher. Their enthusiasm for learning is also enhanced by ICT. In Year 6, for example, they used interactive whiteboards to show how they had worked out problems in mathematics. Pupils also use the internet for research and to e-mail other schools.

## **Curriculum and other activities**

### **Grade: 3**

Curriculum provision is satisfactory. The school has developed subject curriculum plans to meet the different needs of the single-age and mixed-age classes. The plans seek to ensure that pupils not only cover all that is required but also build upon their learning in a systematic way. In practice, this is not always happening and occasionally work is sometimes repeated from one year to the next. The pupils themselves are aware of this and said they would like to learn new things all the time. Literacy, numeracy and ICT are given an appropriate emphasis, as are the six areas of learning for the pupils in the nursery and reception classes. Adaptations to the curriculum for pupils with learning difficulties and/or disabilities reflect their individual needs.

Pupils benefit from a wide range of enrichment activities. They have good opportunities to develop their skills through direct experiences during stimulating visits, and by having visitors into school. Effective links forged with local high schools extend pupils' experiences in art, design and technology, languages and science.

## **Care, guidance and support**

### **Grade: 3**

The school promotes the pupils' personal development and well-being effectively. Staff know pupils' personal circumstances well; pupils trust the adults and feel that, if needed, they could confide in them. The partnership with parents and carers has improved since the last inspection, and they expressed many positive views in the parents' questionnaire about the ways in which their children are supported and developed, particularly those with learning difficulties and/or disabilities. The inspection

agrees with these views, but systems to track the pupils' academic progress are still developing so they are not yet fully effective. The assessment of pupils' learning has yet to become embedded in practice and the pupils' own involvement in this process has only just started.

Procedures to ensure the safeguarding of pupils are good. Staff are well informed and a rolling programme of training ensures that all are up to date with procedures and developments.

Arrangements to ensure a smooth transition to high schools are well established.

## **Leadership and management**

### **Grade: 3**

Leadership and management effectively promote the pupils' health, well-being and enthusiasm for learning. Improvements since the last inspection and the skilful work of subject leaders show that the school has the capacity to improve. There is a determination that all pupils will succeed, and the high standards over the past five years have led the school to believe that its strategies to support high standards and achievement are effective. However, recent national test results, where some pupils have not achieved as well as they should, have revealed that this is not always the case. Monitoring of the school's provision, particularly of teaching and its impact on pupils' learning, lacks the rigour required to identify potential problems early enough to be able to plan effective intervention.

Plans for future development identify key priorities, arising from the analysis of test results and consultations with the school's stakeholders, including pupils. The plan describes in detail the action to be taken, but it lacks clarity on how the progress of developments will be checked and how success will be gauged by the impact on standards and achievement.

The governing body is well organised and fulfils its statutory duties. Sub-committees take responsibility for areas of development and regularly meet with senior staff to discuss progress. Governors have a good oversight of standards, but they have limited information on how the work of the school is improving pupils' progress. Money spent to improve the accommodation and the ICT suite has provided good value. The school has forged good links with other schools, further education establishments and the local authority to provide a range of services, including an ICT technician and music lessons.

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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>	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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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30 September 2005

Dear Pupils,

Thank you very much for making us so welcome in your school. You were so helpful, kind and polite and all the inspectors want to emphasise what a pleasure it was to speak with you about your work. Your enthusiasm and excitement about what you learn came across to us very well.

You are rightly proud of your school and we think it is special because:

the standard of your work is good;

your teachers, other adults in school and your parents or carers work hard to help you do well;

you move around the school sensibly and take care of each other;

your behaviour is good, and it is because you settle down to work quickly that you learn so much;

the school takes good care of you and shows you how to take good care of yourselves;

there are lots of exciting activities where you meet different people.

you eat healthy meals at lunchtimes;

your views are always listened to;

you are especially lucky to have a school in such a lovely place.

Two things we have asked your school to do to make it even better are:

to keep checking that you are all, including your teachers, doing as well as you can;

to make sure that you all understand what you have already learned so that you really know the hard work you need to do to achieve your new learning targets.

Keep up the good work!

Yours sincerely

Mrs Hollingworth, Mrs Salter-Smith and Mrs Herring

The Inspection Team

Annex B