



Bacup St Saviour's Community Primary School

Inspection Report

Better
education
and care

Unique Reference Number 119191
Local Authority Lancashire
Inspection number 291351
Inspection dates 8–9 November 2006
Reporting inspector Jennie Platt

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

Type of school	Primary	School address	Lane End Road
School category	Community		Bacup, Lancashire
Age range of pupils	4–11		OL13 9RR
Gender of pupils	Mixed	Telephone number	01706 877900
Number on roll (school)	105	Fax number	01706 877633
Appropriate authority	The governing body	Chair	Mr Roger Chicken
		Headteacher	Mrs Andrea Cappelli
Date of previous school inspection	1 February 2002		

Age group 4–11	Inspection dates 8–9 November 2006	Inspection number 291351
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small school where pupils are taught in four mixed age classes. It is situated in an area of social and economic disadvantage. Very few pupils are from minority ethnic groups and no pupils need help because English is not their first spoken language. The number of pupils eligible for free school meals is average. An above average number of pupils are assessed as having learning difficulties and disabilities. More pupils move into or out of the school during the school year than is usual. Both headteacher and deputy headteacher are relatively new to the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's effectiveness and its value for money are both satisfactory. The school has several good features especially pupils' personal development. One parent described the school as 'a pleasant family in an educational setting.' This is reflected in the pupils' enjoyment of school. For many, the school provides a place to be calm and enjoy quality time with their friends. As a result, attendance is above average. Although some pupils find it difficult to always behave well this is managed effectively by staff and behaviour is good. Pupils are prepared satisfactorily for the future; although, some could have better writing and computer skills. Pupils say they feel safe and secure because they know staff are genuinely concerned for their welfare. They enjoy keeping healthy. The day starts well with an energetic warm up and the school must have some of the best skippers in the country because of their efforts at lunch time. This is a close knit community. Pupils sit in family groups in assembly and this reassures the youngest children. Year 6 pupils provide good role models of mature and sensible young adults. Pupils have a good understanding of the contribution they can make both to the school and local community.

Pupils' achievement is satisfactory. Pupils with learning difficulties and disabilities make good progress because of the good support they receive.

Children in the Foundation Stage make satisfactory progress and many reach the level expected for their age by the end of the Reception year. Results in national tests for seven and eleven year olds fluctuate because of the small size of the cohorts but overall are broadly average. An overview of test results shows the standards of seven year olds are average in reading and mathematics. Not enough pupils exceed the level expected for their age so writing standards are below average. Throughout Key Stage 2, pupils make satisfactory progress and an increasing number of pupils reach the level expected for their age. However, progress is not good enough for the more able pupils and although this is only a few pupils, it stops overall standards being higher, especially in writing. This results from teachers not making enough use of assessment information to target and challenge the more able pupils. This is starting to improve with better assessment procedures and the overall quality of teaching and learning is satisfactory. In Year 6, good teaching is accelerating the progress of pupils of all abilities because lessons are brisk and tasks are challenging. Much is achieved in the last year of school. Good features seen throughout the school include good relationships and the variety of activities so that most lessons are interesting and enjoyable.

The curriculum is satisfactory with good features. Pupils benefit from interesting visits, visitors and a wide and imaginative range of clubs including judo and fencing. Staff promote literacy and numeracy well in other subjects but are missing opportunities for pupils to practise and extend their information and communication technology (ICT) skills.

Leadership and management of the school are satisfactory. The school analyses what is working well and has an accurate picture of what the school needs to do to improve. This has not always been the case because subject leaders did not have a clear

understanding of their management role. Reorganisation of roles has enabled staff to lead their subjects more effectively. More time is now available to monitor that identified actions are having the desired effect on standards. Governance is good. Governors are fully involved in the school especially in the managing of finance and checking on health and safety. The staff work well as a team and with a clearer picture of the way forward, the school has good capacity to improve.

What the school should do to improve further

- Raise standards in writing throughout the school.
- Make teaching more challenging especially for the more able pupils.
- Extend the use of computers in all subjects across the curriculum.
- Improve the monitoring role of subject leaders in order to evaluate that changes are having a positive impact on standards.

Achievement and standards

Grade: 3

The achievement of pupils, including those from minority ethnic groups, is satisfactory. Boys and girls achieve equally well. Children start school with standards typical for their age, although some have low personal and social skills. Children in the Foundation stage make satisfactory progress and many reach the goals expected for them by the end of the Reception class. Warm relationships lead to good progress in personal development and this aids children to settle happily in school.

The small cohorts mean test results need to be used with caution. Year groups vary considerably because of the varying number of pupils with learning difficulties and disabilities and pupils who have started the school at different times in the school year. A review of national tests over time shows that progress in Key Stage 1 is satisfactory. Standards are average in mathematics and reading but below average in writing because more able pupils do not work at tasks that will enable them to attain above average standards.

Progress is satisfactory in Key Stage 2 and an increasing number of pupils reach the level expected for their age. Test results show a rising trend which dipped in the most recent tests because more able pupils underachieved. Although this involves a small number of pupils it does mean that overall standards are below average. The school has put this right by better monitoring on a termly basis so that underachievement is spotted earlier and action taken. Current assessment information shows better progress for pupils of all abilities.

Pupils with learning difficulties and disabilities make good progress. Many have difficulties with behaviour and relationships and the good support from pupils and staff contribute very effectively to them overcoming their difficulties.

Personal development and well-being

Grade: 2

This is a happy and secure environment enabling pupils to be content and make firm friendships. Attendance is above average because pupils enjoy school. Although a few parents expressed concern about the behaviour of some pupils in Key Stage 2, during the inspection no concerns were noted and pupils behaved well. Pupils have positive attitudes to learning and try hard although their work is not always presented neatly. A few pupils are restless when teaching fails to capture their interest. Pupils have a good understanding of healthy lifestyles. They join in with the many sporting activities and are keen to keep fit. Good attention to pupils' welfare results in pupils feeling secure. Pupils are satisfactorily prepared for life ahead. They grow in self-esteem but some lack confidence in basic skills especially in writing and ICT.

Pupils make good progress in their spiritual, moral, social and cultural development. Pupils follow school rules and know what acceptable behaviour is. Pupils are polite and welcoming to visitors. They are proud of their school and eager to talk about their achievements. Older pupils care for younger ones and understand their responsibility in the community. They recognise the value of recycling and supporting the less fortunate by fund raising. Members of the school council learn to represent the ideas of others and know their opinions are valued. Pupils respect the views of others and appreciate and respect that people in England have different faiths and traditions.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Teaching in the later part of Key Stage 2 is consistently good and examples of outstanding teaching were seen. In these lessons, high expectations of behaviour and work lead to a climate where hard work is the norm. Work is correctly targeted to pupils' ability and learning is effective. This teaching is having a positive impact on improving the progress of more able pupils. Teaching is not as effective in other year groups because the pace is not always fast enough and tasks are not always sufficiently challenging. Teaching of writing is not effectively building up pupils' ability to write imaginatively. Throughout the school, pupils enjoy lessons because of the variety of activities that make learning fun. Good relationships mean pupils enjoy lessons and laughter is often heard, especially in the Foundation Stage. Teachers add interest to lessons by using interactive white boards but are not making enough use of computers for pupils to practise their skills. The teaching of pupils with learning difficulties and disabilities is good because staff are guided by good individual education programmes. As a result, work is well matched to need and teaching assistants provide good guidance to enable these pupils to learn effectively.

Curriculum and other activities

Grade: 3

Careful planning ensures that pupils have a varied curriculum, which meets statutory requirements. Literacy and numeracy skills are promoted well in other subjects but this is less effective in ICT. The children in the Foundation Stage enjoy a variety of practical activities. However, the room is small and is not well organised to meet all of the required areas of learning. This leads to some tasks being too directed by the teacher and not enough opportunity for free choice and independent learning. Throughout the school, good provision for personal development enables pupils to grow in self-esteem and so confidently play a full part in all the school has to offer. This is especially beneficial for pupils with learning difficulties and disabilities who are fully involved with school life. A wide range of clubs and visits enhance the richness of the curriculum. The needs of talented pupils are met well through close links with local clubs and the use of professional coaches and musicians. Year 6 pupils look forward to a residential visit, which increases their self confidence and prepares them well for secondary education.

Care, guidance and support

Grade: 2

The care of pupils is good. Pupils say they have no worries because they know help is always at hand. The school meets requirements for safeguarding pupils including regular risk assessments. Good links with external agencies mean staff offer informed advice to parents and pupils. This is especially helpful for pupils with learning difficulties and disabilities. When required, counselling is provided for pupils who find it difficult to control their anger. Pupils are taught effectively to care for themselves. For example, the dentist visits and pupils make posters about looking after their teeth.

The school has good systems to track pupils' progress. The introduction of more regular assessments enables the school to pinpoint potential underachievement and this is having a positive impact on standards. The school is starting to involve pupils more in their learning. This is good in Year 6 where pupils assess their own learning and identify when they need more help. Pupils have useful progress books containing examples of their work, which are used to set targets for improvement. As yet, these are not referred to enough in lessons or shared with parents to enable them to have a positive impact on pupils' progress.

Leadership and management

Grade: 3

The new deputy headteacher and headteacher work well as a team and are successfully uniting the staff. Satisfactory progress has been made since the last inspection and this is improving with the introduction of closer monitoring of the school's work. This is proving beneficial in meeting the needs of the different abilities in school. The focus

on raising standards is being carefully balanced with the determination to sustain the strengths in care and development of social skills, which are valued so much by parents.

The headteacher correctly identified that staff were not fulfilling the management role of subject leader effectively because they were overwhelmed with responsibility for too many subjects. This is evident in their past action plans, which failed to link changes to their impact on standards or to make it clear how success would be measured. A slimming down of responsibilities has resolved this weakness. Subject leaders now recognise what needs attention and are increasing their monitoring role to identify the best way forward to raise standards.

Governance is good. Governors share their expertise in finance and health and safety for the benefit of the pupils. They visit regularly and so are well informed about the school.

The school's self-evaluation is based on collaboration and provides an accurate picture of what is happening in school. With this knowledge and the clarification of who is responsible to lead change, the school has good capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Bacup St Saviour's Community Primary School

Lane End Road

Bacup

Lancashire

OL13 9RR

10 November 2006

Dear Pupils

Thank you for making me so welcome when I visited your school. You are lucky to learn in such a friendly school. Your good behaviour contributes greatly to this happy atmosphere. Keep this up. It is really important to try hard and to help others. You told me teachers made lessons fun and I agree that you often have interesting activities to do. Your teachers and support staff take good care of you, and you are right to feel safe and secure in school. I was pleased to see how energetic you are and that you know how to keep healthy and look after yourselves.

I have asked the teachers and governors to look at ways to make your school even better. These include improving your writing and making sure that in lessons you have work that is set at the correct level to help you make better progress. You can help by making sure your work is always neat and well presented. You told me that you do not always have enough time to use the computers and the school is going to look at improving resources.

I know that you will have many happy memories of your time at school and I hope you keep the friendships that you have made as you move to your next school.

Best wishes

Mrs J E Platt

Lead Inspector