

# Accrington St John with St Augustine Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119445
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313296
<b>Inspection date</b>	17 March 2008
<b>Reporting inspector</b>	Shirley Herring

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Noel Davies
<b>Headteacher</b>	Mr Geoffrey Garlick
<b>Date of previous school inspection</b>	1 October 2004
<b>School address</b>	Maudsley Street Accrington Lancashire BB5 6AD
<b>Telephone number</b>	01254 392717
<b>Fax number</b>	01254 399394

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- the achievement of children in the Foundation Stage
- pupils' achievement in reading and writing in Key Stage 1
- pupils' progress in mathematics in Key Stage 2.

Evidence was gathered from performance data and other school documentation; observations of teaching and learning; the work produced by pupils; parents' questionnaires; and discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail. The inspector found that most of the judgements made in the school's self-evaluation form were justified and these have been included, where appropriate, in this report.

## Description of the school

This is a slightly smaller than average primary school serving an area of comparative social and economic disadvantage. The proportion of pupils entitled to free school meals is above average. The majority of pupils are from White British families and approximately 10% of pupils are of Pakistani heritage. The proportion of pupils with learning difficulties and/or disabilities, including statements, is above average. There is a small proportion of pupils whose home language is not English. The school supports students in initial teacher training and also child care students.

## 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. Nurtured by the school's Christian tradition, pupils' personal development is good. Several parents commented on 'a friendly and welcoming school where children's well-being comes first.' The school's Golden Rules are understood by all the pupils and are consistently and fairly applied by all staff. Consequently pupils are polite, friendly and well behaved. They understand the importance of diet and exercise in a healthy lifestyle. Good relationships make them feel safe and they have trust in adults, 'because they help you!' Pupils enjoy the wide range of additional activities such as team sports. They make a good contribution to the school community; for example, the peer mediators help to sort out minor disagreements in the playground. Contact with the wider community in the parish and other local schools, as well as extensive links with schools abroad help to prepare pupils well for the future.

Children enter the school with a range of skills which are generally below those usual for their age. They make good progress and leave school attaining standards that are broadly average. Pupils achieve well overall. There has been a good improvement in standards in Key Stage 1 over the past two years because of improvements in teaching. In the 2007 national assessments for seven-year-olds, standards were broadly average. There was a comparative weakness in writing, particularly for boys, and this continues to be an identified area for development. In the 2007 national tests for Year 6, standards were broadly average. There was a good improvement in science, with all pupils achieving the expected level. This was a result of an improvement in resources to encourage a more practical approach to learning and the increased use of information and communication technology. The number of pupils achieving the expected level in English was above average, due to the good level of support where needed. Pupils made good progress in English and science, and satisfactory progress in mathematics. The school is seeking to improve this through planning more opportunities to use mathematical skills to solve problems, though this has not yet impacted on standards. Those currently in Year 6 are on track to achieve the targets set.

Teaching is good overall and pupils learn well. Most lessons are lively and interesting and so pupils are motivated to learn and concentrate on their tasks. The school's decision to employ a good number of skilled support staff and invest in their training has proved effective in enhancing learning, particularly for those pupils who need additional help. Teachers mark pupils' work regularly, though this does not always include suggestions as to how pupils could improve.

The curriculum is good. It is broad and balanced and generally meets pupils' needs. The good programme of personal, social and health education supports pupils' good personal development. The school, in collaboration with the Creative Partnerships group, is successfully seeking ways to develop a more creative approach to the curriculum through work in art and design and technology. The school is aware of the need to develop more opportunities for pupils to use and develop their writing and mathematical skills in other subjects.

The school provides a high level of care and support for its pupils. All the recommended procedures for safeguarding pupils are in place and rigorously applied. The skilled support staff provide good encouragement and assistance so pupils, including those with learning difficulties and/or disabilities, and those whose home language is not English, achieve well. Pupils receive clear guidance to promote good personal development. There are sound procedures for assessing and tracking pupils' progress and these are used effectively to plan work for different groups.

However, individual pupils do not have a clear understanding of what they need to do next to help them to improve.

Leadership and management are good. The headteacher and governors are working closely together to steer the school through a major building project. The associated disruption has been managed well. The completed phase shows an impressive improvement in the facilities and the learning environment, though it is too soon to judge the overall effect on standards. The leadership team is efficient in evaluating the school's work and identifying areas for development, and this has led to some improvements; for example, in teaching and in standards in science. The school is aware that more remains to be done to continue the advances in literacy and numeracy. The positive developments since the last inspection and the sustained improvement in standards show that the school has a good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision for children in the Foundation Stage is good. Children enter the school with skills that are generally below what is typical for their age. They make good progress in the Reception class because of good teaching, based on purposeful, practical activities that show a good understanding of how young children learn. The majority achieve the recommended goals by the time they enter Year 1. Regular assessments of children's progress are used well to plan work to match children's differing needs so that all achieve well. There is a good emphasis on developing children's personal and social skills, for example, tidying away equipment and accepting responsibility as a table monitor. This helps children to develop independence and a good attitude to school from an early age. The Reception area is in the midst of extensive renovations and currently has no direct access to an outside learning area, though this is well in hand. Nevertheless there are interesting activities on offer in all areas of learning to meet children's needs. Provision for children in the Foundation Stage is led and managed well.

### **What the school should do to improve further**

- Provide children with clearer guidance of what they need to do next to help them to improve.
- Explore ways to develop writing skills and mathematical problem solving in other subjects.

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**Annex A**

## Inspection judgements

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	2

### The quality of provision

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

<sup>1</sup> 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.

**Annex A**

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

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**Annex B**

## **Text from letter to pupils explaining the findings of the inspection**

18 March 2008

Dear Pupils

Inspection of Accrington St John with St Augustine Church of England Primary School,  
Lancashire, BB5 6AD

Thank you for making me so welcome when I visited your school recently. I enjoyed talking to you all.

I agree with you and your parents that Accrington St John with St Augustine is a good school. All the adults take good care of you and give you very good help and support when you need it. You play your part by working hard and behaving well. It sounds to me as though the peer mediators do a good job in helping everyone to get along in the playground. You clearly enjoy school, especially the team sports.

Teaching is good and so you are making good progress. Most of you reach the expected level in English and mathematics by the time you leave school. Lessons are interesting and so you listen carefully and concentrate on your work.

When I inspect a school it is part of my job to make suggestions to help even good schools become better. I have asked your school to do the following things to help your learning:

- provide more opportunities for you to write and to solve mathematical problems in other subjects
- make sure that you know exactly what you need to do next to help you to improve.

I wish you luck with the rest of the building work. I must say I was impressed by the new bright and airy classrooms in Key Stage 2. I am sure that the children in Reception will enjoy using their outside area when it is finished.

Yours sincerely

Shirley Herring

Lead inspector