

Burnley Stoneyholme Community Primary School

Inspection report

Unique Reference Number	119257
Local Authority	Lancashire
Inspection number	326982
Inspection dates	28–29 April 2009
Reporting inspector	Joan Elton

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	0
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Rafique Malik
Headteacher	Mrs Judy Swann
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Oswald Street Burnley Lancashire BB12 0BN
Telephone number	01282 437190

Age group	4–11
Inspection dates	28–29 April 2009
Inspection number	326982

Fax number

01282 459216

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average primary school, serving an area of significant economic and social disadvantage. Almost all pupils are from minority ethnic groups and of these, most are at an early stage of English language acquisition. A very small number of pupils have English as a first language. The percentage of pupils eligible for free school meals is above the national average, as is the percentage of pupils with learning difficulties and/or disabilities. The Early Years Foundation Stage consists of two Reception classes.

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 has some outstanding features. These include excellent pastoral care throughout the school and the highly successful promotion of healthy lifestyles. Pupils enjoy their education and show very positive attitudes in lessons, activity clubs and about the school. The school is very popular with parents because of the care shown by a very approachable staff. Parents appreciate that their children love school and that there are no problems. A typical comment from a parent was, 'The school is managed very well. The teachers and staff are always helpful and available if you need them. I am very happy with the way the school operates.'

When children begin Reception their skills in all areas are exceptionally low. Currently, a third of Reception children speak English in single words and short phrases, while the rest use simple sentences with limited vocabulary. Progress in language is slow for most children because English is not spoken at home. In many cases, the only place children hear spoken English is at school. Irregular attendance and extended leave affect the continuity of learning.

Nevertheless, most pupils make good progress because the school works hard to engage families and to understand pupils' culture. It is therefore able to match strategies and resources to meet pupils' personal, cultural and academic needs. Although standards are typically well below average at the end of Key Stage 1, by the time pupils reach the end of Key Stage 2 standards are usually broadly average. However, in 2008 this was not the case and standards were below average. Inspection evidence indicated that standards in the current Year 6 group are closer to average and pupils are on track to reach standards that will be broadly average. Standards and progress in writing, however, remain well below average.

Pupils' personal development is good. Their behaviour is good. Pupils mix well; they show respect and consideration for staff and peers. They have a good understanding of healthy and safe lifestyles, enjoy responsibility and community involvement and leave school confident to face new challenges. This progress is the result of excellent pastoral care, where everything is done to keep all pupils happy, safe and secure. Pupils are helped to resolve personal and emotional issues. They feel they can approach staff with problems and know they will receive fairness and kindness. The walking bus and breakfast club help pupils with attendance issues. The school also provides a good extended leave travel pack and catch-up systems, which prevents pupils falling behind with their education. Academic guidance is good. Effective use of an efficient progress tracking system identifies pupils with learning difficulties and/or disabilities and ensures teaching meets pupils' individual learning needs. Pupils also know and understand how to reach their individual targets.

Teaching and learning are consistently good and the curriculum is broad, relevant and frequently vibrant. Pupils are engaged in activities which match ability and sustain interest. Teachers' marking gives clear direction for future progress. Curricular initiatives have been successfully introduced to improve extended writing. In some Key Stage 1 lessons, however, pupils are not encouraged to speak in full, before writing, and in Key Stage 2 pupils are not encouraged sufficiently to use a variety of techniques and styles.

Leadership and management by headteacher, staff and governors are good at all levels. The headteacher sets a very clear direction for improvement and has high expectations. The staff are given good support and encouragement to reach targets and work well as a team to minimise the many barriers pupils need to overcome to raise their achievement. The atmosphere in the school is harmonious and focused on learning. Parents are keen to be involved in their children's

education, even if their own education and knowledge of English is limited. Increasing numbers of pupils now aspire to higher education and a wider variety of work.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Effective leadership and management ensure a team of highly skilled staff work well together, providing a stimulating environment, both indoors and out. To ensure children's development staff monitor progress carefully and successfully match resources to extend interests and abilities. As a result, children with learning difficulties and/or disabilities are identified early and the school uses outside agencies effectively to meet their needs. Activities are imaginative and basic skills like phonics and number are consolidated well during children's independent activities. Staff are particularly good at intervening in children's play to extend language and thinking, question attitudes and to provide reassurance. The curriculum is generally well balanced and relevant, although children's exploration outside the immediate community is limited. A very high standard of welfare is promoted and children learn how to keep healthy and stay safe. Staff provide excellent induction arrangements, regular information and workshops so that parents are well informed about their children's education and know how to support their learning. The Reception ethos is warm, welcoming and calm. There are good procedures in place so that independence is fostered and personal, social and emotional development is promoted. When children enter Reception skills are exceptionally low compared with the typical. Due to good teaching and learning, children make good progress, particularly in their physical development and aspects of number, where they reach the Early Learning Goals. Nevertheless, language, social and emotional development skills are still well below what is typical when they start Year 1.

What the school should do to improve further

- Improve writing at Key Stage 1 by giving pupils more opportunities for speaking before writing.
- Raise standards in writing at Key Stage 2 by ensuring pupils are taught to use a wider variety of techniques and styles.

Achievement and standards

Grade: 2

Achievement is good across the school. Standards are well below average at Key Stage 1 and broadly average at Key Stage 2. Progress is good and sometimes very good. Measures implemented by the school to monitor individual and group progress have had a strong impact on accelerating learning. Standards are lowest in English, particularly writing. Achievement in science and mathematics over the last three years has been good. The more able pupils reach good levels for their capability while the high proportion of pupils with learning difficulties and/or disabilities make comparable progress to their peers because of the school's very successful inclusion policies. Standards in art, design technology and physical education are very high because they are not as dependent on language and pupils benefit from very good specialist teaching and a wide range of after-school facilities.

Personal development and well-being

Grade: 2

Pupils enjoy school immensely because of the exciting opportunities available. Relationships with pupils and adults are very good and pupils behave very well. Their spiritual, moral, social and cultural development is good. School has successfully encouraged regular attendance and punctuality although attendance is still below average due to extended leave. Pupils feel safe because of trusting relationships and effective teaching about harmful situations. They have a very good understanding of healthy diet and the importance of exercise. The wide variety of school sport and the huge popularity of after-school clubs fully justify the school's Activemark award. Pupils make a strong contribution to their school and local communities. The school council ensures all children's views are considered. Children enjoy responsibility, especially as buddies for younger children. Grandparent days, sponsored walks and gardening in the community allotment help towards the development of active citizenship. Pupils' appreciation of diversity is considerably enhanced through the school's partnership with a school with pupils from different backgrounds. The school's European cultural week and its use of pupils' own cultures in projects also broaden understanding and attitudes. By the end of Year 6, pupils have learned how to cooperate effectively, have a wide range of positive experiences and much improved basic skills. These, together with good links to the high school, give pupils the confidence to face new challenges.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are consistently good and this leads to good progress in pupils' learning. Lessons are well planned, often exciting and fully engage pupils. Working relationships between teachers and support staff are good, and pupils copy this behaviour. Pupils have very positive attitudes to learning and try very hard to improve. The use of discussion to extend understanding is particularly successful. In some Key Stage 1 writing sessions, speaking is not fully used and this leads to lack of clarity and variety of expression. There are very effective systems to monitor pupils with specific learning needs and those at different stages of acquiring English. Support for these pupils is very successfully targeted by highly skilled teaching assistants, a number of whom are multilingual. Marking is constructive and gives good direction, although pupils rarely respond in writing. Sometimes, in Key Stage 2, more direction is required to improve the quality of writing.

Curriculum and other activities

Grade: 2

The curriculum is good with some outstanding features. It builds well on the pupils' own heritage and widens their understanding of the diverse nature of Britain and the world. It meets all statutory requirements and matches pupils' learning needs very closely in English, mathematics and science. Personal development is well promoted. Staff plan many exciting cross-curricular projects using practical activities and research. In European Week, pupils studied the geography, history and language of a chosen country and then taught their findings to other pupils. Information and communication technology (ICT) is used well, and high attaining Year 6 pupils demonstrate high levels of ICT skills. There are many other enrichment activities, and the school

is committed to the development of the curriculum as a 'Learning Adventure' to promote high standards and creativity.

Care, guidance and support

Grade: 2

Safeguarding policies and procedures meet statutory requirements and secure systems and training agendas are firmly in place. The school is very sensitive to the cultural needs of all children and their families. For example, it arranges separate seating areas for men and women so all can attend events. The school has been successful in reaching most families often through the work of the learning mentors. As a result, most pupils are now represented by a parent at consultation time. Vulnerable children are very well supported in their learning through early intervention strategies. The walking bus and breakfast club effectively support children for whom attendance and punctuality are issues. The school provides good academic guidance. It tracks pupils' progress efficiently so that staff can access data easily and use it effectively. Pupils are involved in their own self-evaluation and understand how to achieve personal targets.

Leadership and management

Grade: 2

Leadership and management are good at all levels and the school is very well run. The headteacher has an inspirational vision for pupils' development and sets a very firm direction to raise achievement. The expertise of all staff is used very well and skills are enhanced effectively through training and development. Subject and aspect coordinators lead and monitor their areas effectively, successfully promoting initiatives to raise standards. Governors have a good knowledge of the school's context and recognise its many strengths and successes. They share the same vision, strongly identify with the school and add to the evaluation process in the quest to raise achievement. The leadership and management team provide excellent standards of welfare. They promote a harmonious and supportive community within and beyond the school, both in the local community and further afield. They have successfully improved personal development and standards are nearer the national average than they were in the last inspection, despite many barriers. They are committed to improvement and know that success in English, particularly writing, is the priority. Effective steps have been taken since the previous inspection to make the necessary improvements and the school has good capacity to make further progress. It currently provides good value for money.

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Annex A

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?	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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
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	3

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

30 April 2009

Dear Pupils

Inspection of Burnley Stoneyholme Community Primary School, Lancashire, BB12 0BN

Thank you for the welcome you gave me during your recent inspection. I was very impressed with your good manners and behaviour. Please thank your parents for their questionnaires. Their opinions were most interesting.

You really enjoy your learning and I was delighted to see how well you listened and worked in lessons. You attend a good school, which has some outstanding features. Most of you are making good progress and achieving well. I saw this when I watched your lessons, read your work and studied your progress tracking on the computer. You receive good teaching, learn well and study some exciting projects. The staff take excellent care of you so that you feel happy, safe and secure. You all know and understand how to be healthy and safe. No wonder you're so fit and confident in your movement. You have so many wonderful opportunities for sport and games. I loved your playgrounds. I've never seen a pirate ship before! You attend a very well run school. The headteacher, staff and governors work very well together and are always trying to improve your education and standards. I noticed how much your attendance has improved! Congratulations to those of you who have had 100% record. You have the best chance of making progress!

I have asked your school to do two things to improve your writing.

- That pupils in Years 1 and 2 always have the opportunity to speak their ideas and thoughts to another child, children or teacher before writing. This will give them time to sort out the words before writing them.
- That pupils in Years 3, 4, 5 and 6 are shown how to use a wider variety of techniques and styles in their writing.

Your school has made good progress since the last inspection. Your headteacher, staff and governors are keen to make further improvements. Thank you for your attention. My very best wishes to you and your families.

Yours faithfully

Joan Elton

Lead inspector