

# Bacup Holy Trinity Stacksteads Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119414
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	327028
<b>Inspection date</b>	26 June 2009
<b>Reporting inspector</b>	Gordon Alston

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	287
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Dale Connearn
<b>Headteacher</b>	Mr John Aspin
<b>Date of previous school inspection</b>	1 April 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Booth Road Stacksteads Bacup Lancashire OL13 0QW
<b>Telephone number</b>	01706 877025

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<b>Age group</b>	3–11
<b>Inspection date</b>	26 June 2009
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**Fax number**

01706 870 482

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## Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the standards and achievement of pupils, with particular attention to the quality of provision and children's achievement in the Early Years Foundation Stage; the impact of the leadership and management's monitoring and evaluation on school improvement. Evidence was collected from: national published assessment data; the school's self-evaluation, assessment records, policies; observation of the school at work; discussions with members of staff, pupils, parents and governors; the questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is an above average size school where nearly all of its pupils are from White British families. Its pupils come from a diverse range of backgrounds, with some experiencing significant disadvantage. Above average numbers of pupils are eligible to receive free school meals. The proportion that has learning difficulties and/or disabilities is above average and there are big variations between year groups. The Early Years Foundation Stage provision consists of the Nursery and Reception class for children aged from three to five. The school also has a breakfast club and after-school club for pupils aged three to eleven. These are inspected and reported on separately by Ofsted. The school has played a lead role in the Partnership across Lancashire project; it has achieved Investors in People Accreditation and holds a number of awards including, Healthy Schools, Eco-Schools, and Activemark for sport.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

'We are so lucky to have such a wonderful school on our doorstep' was a view echoed by many parents. They were right! This outstanding school provides its pupils with an excellent education that helps them to achieve highly both academically and in their personal development. By the end of Year 6, in response to first-rate teaching, an exciting curriculum with lots of extra activities and, above all, the exceptional care offered by all staff, pupils consistently achieve well. The moving force behind the school's success is the inspirational leadership of the headteacher and staff. Their humanity, high expectations, attention to detail and analytical skills ensure that the school goes from strength to strength academically without losing the all-important personal touch. No wonder that pupils use words such as, 'love school, brilliant and fantastic', to describe Holy Trinity Stacksteads.

Children's skills on entry to Nursery vary but are generally below those expected for their age and at times well below. Published data indicate that standards at the end of Key Stage 1 and Key Stage 2 fell in 2008. While overall standards fell, it is clear that these pupils made better than expected progress from low starting points. The school's own and national data indicates that all groups of pupils consistently make at least good progress in Years 1 through to 6. Currently standards are average by the end of Year 2 and above average by the end of Year 6. Boys achieve equally as well as girls and pupils with learning difficulties and/or disabilities make exceptional progress alongside other pupils. Inspection evidence shows that although standards in national tests vary from year to year this reflects the nature of the cohort of pupils taking the test; on the other hand, achievement is consistently good or better year on year.

The quality of teaching is, overall, outstanding. Strengths lie in the great care and attention teachers give in the preparation of lessons ensuring they are interesting, challenging and meaningful for all pupils. Teachers' very caring relationships with pupils generate exceptionally positive attitudes to learning. Where it is best, there is a focus on: developing basic skills; providing challenging opportunities to use these skills in everyday activities; and providing very effective support that brings great rigour to the lessons. Excellent class management and very stimulating tasks contribute to pupils' tremendous enjoyment of learning. Lessons move at a fast pace and pupils work tremendously hard because they really do enjoy achieving well in their work. Teachers mark pupils' work very carefully and pupils respond very well to the useful comments that make clear how they can improve their work. Targets also focus pupils on improving. Learning support staff are deployed very well enabling pupils with additional learning needs to make excellent progress.

Pupils' outstanding spiritual, moral, social and cultural development means that this is a school in which excellent relationships abound. Older pupils consider it great fun to serve the youngest ones with their dinner and then lead playground games for them afterwards. It is natural for pupils to consider others' needs and offer them help. The school council plays a strong role and the eco group ensures that everyone is aware of the need to recycle and to save water. Pupils have a very good awareness of how to stay safe and healthy; they thoroughly enjoy the early morning 'Wake and Shake' when, 'You get to exercise your brain as well as your body.' Excellent behaviour, good attendance and levels of concentration, a willingness to use their initiative and confidence to express their thoughts all prepare pupils exceptionally well for future success. Multicultural days, charitable fundraising and opportunities to learn first-hand about different cultures means that pupils have a good awareness of their place in the local

and wider community. Community cohesion is good and the school is looking to strengthen its effectiveness in making pupils aware of the wider global world in which they live.

A shared philosophy that every child really does matter and can achieve highly is the glittering thread that runs throughout the school. Due to excellent, rigorous leadership at all levels, including governors, all staff feel valued and fulfil their responsibilities to a high standard. Staff provide excellent role models for pupils and for newly arrived staff. Highly organised and clearly explained procedures and practices underpin the razor sharp sense of direction that leads to improvement. This solid, albeit regularly reviewed and adapted framework, ensures consistency of approach and provides the bedrock on which the school's exemplary care, guidance and support for pupils is founded. Current safeguarding requirements are met. Thoughtful induction and transition procedures mean that pupils move seamlessly through their education. Knowledge of and support for individual needs extend way beyond the school day, with the high quality out-of-school club making a strong contribution. Pupils are absolutely clear about what is expected of them and are given the skills to fulfil or exceed those expectations. The school has made progress in maintaining and improving its outstanding provision since the last inspection and has excellent capacity to improve even further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children enter the Nursery class with skills below those typical for their age, and at times well below. They are eager to learn and settle quickly in the safe, secure environment. Strong staff teamwork provides excellent welfare arrangements and parents are very pleased with the support and care their children receive. Outstanding leadership ensures that teaching is of the highest quality. A particularly strong feature of the teaching is the skilful use of questions that reinforce children's learning while at the same time developing their confidence and self-esteem. Children really enjoy the stimulating problem-solving activities that make learning fun for them. They play and learn happily and cooperatively both indoors and in the well-planned outdoor area, busily exploring the exciting array of stimulating learning activities provided by the excellent curriculum. Thorough assessment and monitoring of each child ensures that they make excellent progress in all areas of learning. Even so, a number of children are working below the learning goals for their age, particularly in language, when they move to Year 1

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

- Promote community cohesion further by developing more national and global links.

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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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

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

### Achievement and standards

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

<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

28 June 2009

Dear Pupils

Inspection of Bacup Holy Trinity Stacksteads Church of England Primary School, Lancashire, OL13 0QW

I would like to thank you for the warm welcome you gave the inspectors during our visit. We really enjoyed meeting you, sharing your assembly, visiting your lessons and listening to your views. Everyone was very friendly, polite and helpful. We could see that you are proud and happy to be members of the school, and you told us about many things that you really enjoy. This letter is to tell you what we found.

Everything about your school is outstanding! In particular, we judged as outstanding:

- the leaders, staff and governors
- the Early Years Foundation Stage
- your personal development and well-being
- the rich curriculum and all the extra activities, especially sports and music
- the way you are cared for, guided and supported.

We could see that you love learning, work very hard and your parents can be proud of your excellent behaviour. You make excellent progress and reach standards above those usual for your age. We were very impressed by the way you care for each other, act sensibly and responsibly in school and take part in so many activities with the church and the local community. We have asked the school to look to develop more ways in which it can make you aware of the wider world in which you live.

Best wishes for the future.

Gordon Alston

Lead inspector