

Accrington Benjamin Hargreaves Voluntary Aided Church of England Primary School

Inspection report

Unique Reference Number	119441
Local Authority	Lancashire
Inspection number	327036
Inspection date	5 December 2008
Reporting inspector	Angela Milner HMI

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	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	166
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	Mrs Kathleen Jones
Headteacher	Mrs Julie Nicol
Date of previous school inspection	1 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Barnfield Street Accrington Lancashire BB5 2AQ
Telephone number	01254 232130
Fax number	01254 232130

Age group	4–11
Inspection date	5 December 2008
Inspection number	327036

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

The inspectors evaluated the overall effectiveness of the school and inspected the following issues: pupils' achievement and standards, developments since the last inspection, the Early Years Foundation Stage (EYFS) and the effectiveness of the quality of provision and leadership and management. Evidence was gathered from the school's own self-evaluation; national published assessment data and the school's own assessment records; planning and monitoring documents; direct observation of the school's work; meetings with staff, pupils, parents and governors and from parents' questionnaires. 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 the report.

Description of the school

Accrington Benjamin Hargreaves Voluntary Aided Church of England Primary School is slightly smaller than average in size. The majority of pupils are of White British heritage. Approximately one fifth of pupils are of Asian heritage and the majority of those have English as an additional language. The number of pupils eligible for free school meals is lower than the national average. The number of pupils with learning difficulties and/or disabilities and the number of pupils with statements of special educational need are higher than the national average. The school has achieved National Healthy Schools, Basic Skills, Activemark, Travel Plan and Investors in People awards.

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 with outstanding features. The school provides outstanding pastoral and academic care, guidance and support within a very safe learning environment. Mutual respect and good relationships create an inclusive context for learning and a friendly, community atmosphere. Pupils are very well cared for. Pupils say they feel extremely safe and secure and procedures to safeguard them are in place. Staff are dedicated to supporting the needs of every individual. Teachers and teaching assistants work hard to give pupils, including those with learning difficulties and/or disabilities and those with English as an additional language a good education and to provide high quality care. Parents who responded to the inspection questionnaire were overwhelmingly positive in their views of all aspects of the school. They are proud of the school and particularly value the good education it provides, the attention paid to safety and well-being issues and the approachability of the staff. One parent commented, 'The school atmosphere is one of caring, team spirit and taking account of the individual.' Inspection evidence confirms this and matches the views expressed by the school in its very accurate self-evaluation.

Pupils' personal development and well-being are good. Pupils' behaviour in class and around the school is exemplary and attitudes and relationships are excellent. Pupils say they enjoy school and their attendance is good. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils know the importance of keeping healthy. They know how to keep themselves safe and who to approach if they are worried. Pupils make a positive contribution to the life of the school through their work as play leaders, buddies and their contribution to the school council. Pupils also make a strong contribution to the parish and local community through their involvement in charitable activities such as singing to raise money for the local hospice. Pupils' good basic skills in literacy, numeracy and information and communication technology (ICT) prepare them well for the next stage of their education.

Achievement is good and standards are above average. The level of skills on entry to the EYFS is below that typical of the age group. By the end of Reception the majority of pupils are working at or just below the level typically expected for their age. Key Stage 1 assessment results are broadly average. Pupils make good progress in Key Stage 2. Provisional results for 2008 indicate that standards remain above the national average at Key Stage 2. Pupils now make as much progress in science as they do in English and mathematics. This represents good progress overall. In the drive to continue to improve standards further, the school sets challenging targets linked to high expectations.

A significant factor in the good achievement is the good quality of teaching and learning. The majority of lessons observed during the inspection were judged to be good and some were outstanding. Careful planning means that activities are interesting and well sequenced so that pupils build effectively on previous learning. Positive relationships ensure that pupils are happy and eager learners. Questions are targeted to check and develop pupils' learning. Assessment is used very effectively to ensure that work is well suited to different abilities. Focused intervention and booster groups are used well to give those pupils who need extra help invaluable support which successfully boosts their learning. Teaching assistants take an active role in supporting learning in lessons. Marking provides detailed guidance on the standard of work and what must be done to improve it but targets are not used consistently in helping pupils to improve their work. The curriculum is good. It is broad and balanced and designed to ensure that pupils develop basic skills and enjoy a range of subjects across the primary curriculum.

Educational visits and visitors to the school broaden pupils' horizons and enhance the curriculum. There is a good range of well attended after-school clubs and activities that contribute effectively to pupils' personal development and enjoyment of school.

Leadership and management are good. The school knows itself well because of its rigorous self-evaluation, monitoring of teaching and learning and detailed analysis of data. School leaders set a clear vision for improvement and provide outstanding care for pupils. The needs of the area the school serves are well understood and the headteacher relates very well to parents and the community. Her vision and drive has ensured managers' skills have improved and she has established a highly motivated team of staff who share equally in the accountability for raising standards and improving quality. Governors are fully involved in all aspects of school life and have an excellent knowledge of the school through their work in classrooms, monitoring and discussions. As a consequence they make an outstanding contribution to the school's continuous improvement, providing effective support and challenge to school leadership. The school has clear policies and procedures in relation to equality and discrimination. Community cohesion, while good, is a new and developing area. The school recognises the need to establish a strategy for development in this area. All of these factors and the good level of improvements made since the last inspection mean that the capacity to improve the school further is also judged to be good.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The effectiveness of the EYFS is good. Children enter Reception with skills that are below that typical for their age. Thorough induction arrangements, effective liaison with parents and the welcoming atmosphere ensure that children settle quickly into school, make new friends and learn routines. Welfare provision is outstanding. Interesting and exciting activities, caring relationships and good quality provision ensure that children make good progress in all areas of their learning and development. By the end of Reception the majority of pupils are working at or just below the level typically expected for their age. The teacher, ably supported by the teaching assistants and bi-lingual assistant provide good support with early language skills and very good support for children who have learning difficulties and/ or disabilities and those for whom English is an additional language. Particular attention is paid to children's personal, social and emotional development. As a result they become increasingly confident and independent learners and develop a very good understanding of how to keep healthy and stay safe. Children have access to a small outdoor area with limited opportunities to play with large apparatus and equipment; however, the available space is used to good effect. The EYFS is well led and managed to ensure children receive a good start to their education and are provided with high quality care.

What the school should do to improve further

- Ensure all pupils understand their learning targets and what they need to do to improve.
- Develop a strategy for the school's contribution to community cohesion.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
--	-----------------------

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	2
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	1
The extent to which learners adopt healthy lifestyles	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

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?	1

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	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	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

Text from letter to pupils explaining the findings of the inspection

8 December 2008

Dear Pupils

Inspection of Accrington Benjamin Hargreaves Voluntary Aided Church of England Primary School, Lancashire, BB5 2AQ

Thank you for the very warm welcome you gave the inspectors when we inspected your school. We enjoyed talking to you and visiting you at work and at play. We saw happy children who enjoy school and get along extremely well with all of the adults in school and with each other. We were particularly impressed by your behaviour, your extremely positive attitudes to learning and your wonderful singing. Many of your parents completed questionnaires. This meant we were able to consider their views during the inspection. We agreed with them that in this school every child receives a good education and is extremely well cared for.

You reach good standards. You make good progress in your learning and leave the school well prepared for your secondary education. This is because of the good teaching you receive, the range of activities the school provides and the excellent care, support and guidance that teachers and teaching assistants give you. Mrs Nicol, the staff and governors work very hard to ensure this is a continually improving school.

We have asked your school to look at two things to make it even better.

- To help you all to understand your learning targets.
- To ensure that there is a plan in place to enable you to participate fully in the community.

You can all of course help to improve your school by continuing to attend regularly, working as hard as you can to achieve your best and by playing your part in continuing to improve the school further through the work of the school council.

Yours sincerely

Angela Milner

Her Majesty's Inspector