

Burnley St James' Lanehead Church of England Primary School

Inspection report

Unique Reference Number	119487
Local Authority	Lancashire
Inspection number	327048
Inspection date	6 October 2008
Reporting inspector	Lynne Read

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)	264
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 Alan Whittaker
Headteacher	Mrs Alison Lloyd
Date of previous school inspection	1 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Briercliffe Road Burnley Lancashire BB10 2NH
Telephone number	01282 426833

Age group	4–11
Inspection date	6 October 2008
Inspection number	327048

Fax number

01282 839181

Age group	4-11
Inspection date	6 October 2008
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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: achievement, standards, teaching and learning in the Foundation Stage and both key stages, especially in mathematics; pupil's attitudes and behaviour; the breadth of the curriculum in meeting all pupils' needs; enrichment activities; health and safety and safeguarding procedures; the quality and impact of leadership and management, including the recent changes made. Evidence was gathered from: observations, assessment data, records and documents, parents' replies to the questionnaires and discussions with staff, governors and pupils. Other aspects of the school's work were not investigated in detail but the inspector 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

Burnley St James Lanehead is an average sized primary school situated close to the centre of Burnley in Lancashire. Social and economic circumstances of families are mixed. The proportion of pupils claiming free school meals is below average. Most pupils are of White British backgrounds and around 8% have Asian or Asian and British heritage. The proportion of pupils with learning difficulties and/or disabilities is above average. Some pupils are taught in mixed-age classes. An independent provider runs before and after-school care sessions on the premises.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St James Lanehead Primary is a good school with outstanding features. It provides good value for money. Parents have very positive views of the school. One praised the way that it encourages children to 'respect and help one another' while others commented on the 'good standards of education' and the 'vast range of extra-curricular activities'. The school has come through a period of change very well and a strong sense of pride is shared between adults and pupils. The new headteacher has injected a refreshed feel and provides clear, ambitious direction. With good support from the subject and senior managers, she has driven through a range of improvements in teaching and management that have resulted in a substantial rise in standards and achievement. Team work is good and all staff share in the vision for excellence. The school has good capacity to maintain its success and improve even further.

Standards are above average by Year 6. From an average starting point, achievement is good overall and very good in English, where over a half of pupils attain the higher level. Writing is a major strength in the school. In mathematics, standards have fluctuated and this subject has been a focus of school improvement. An analysis of results shows that some pupils missed their targets by a very small margin. Managers have identified that some pupils have gaps in prior learning and are not as confident as they should be. They are currently acting on the issue. Reliable tracking records show good progress is being made but the proportion of pupils in line to achieve the higher level is below that in English. Standards and achievement in science improved considerably over the last two years and are above average. Because teacher expectations have been raised in Key Stage 1, achievement has improved. It is currently good and standards are above average. Across school, pupils who have learning difficulties and/or disabilities are exceptionally well supported through individual plans and good support from experienced teaching assistants. They achieve well from their starting points and meet their personal targets. The school works hard to ensure that topics and books interest both boys and girls; consequently they progress equally well.

Pupils learn well because the quality of teaching is good and often excellent for the older pupils. Work is assessed every half term and learning goals are planned at different levels of difficulty in order to challenge pupils. Special tuition groups support pupils who are not meeting their teachers' expectations. This acts as a good safety net in ensuring that issues are addressed quickly. Relationships are excellent and some lively class discussions arise because pupils are encouraged to express their ideas and opinions. Specialist teaching, for example in sport and music, enthuses pupils. Teachers provide good guidance through feedback during lessons and helpful comments in marking. Individual targets in English and mathematics are exceptionally useful and clearly indicate what needs improving. The advice provided in science is good but not as effective. Across the subjects, pupils are encouraged to evaluate their progress and develop their own goals; this promotes good independent learning. Parents are encouraged to be active partners in their children's education. They are well informed about current teaching and learning methods through attending 'Keep up with your Children' courses.

The school provides a good curriculum with a very good enrichment programme. The themed approach to planning links subjects together. This provides a balance in developing pupils' creative, practical and academic skills and allows for good consolidation of learning. A programme for gifted and talented pupils is being developed further across all subjects. Lessons include good opportunities to engage in independent research, use computers and to write in a range of styles. Pupils say they especially enjoy their French lessons and the Spanish club. An

interesting range of extra-curricular clubs and visits provides varied opportunities for pupils to try out new activities and interests. Key Stage 2 pupils especially value the annual residential course and Key Stage 1 pupils enjoy their multi-skills training. Links with outside educators and agencies are good. For example, the Burnley Multi-Faith Bridge project enhances cultural development and allows pupils to make friends with others of different faiths and backgrounds.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are outstanding. They are supported extremely well by the Christian ethos, very close links with the church, an extensive programme of personal education and a good reward system. Attendance is well above average. Pupils thoroughly enjoy coming to school and their behaviour is outstanding. Outstanding attention is given to safety, security and pastoral care. Safeguarding procedures meet all requirements. As a result, pupils feel secure and say that adults in school are always ready to listen and help. Pupils have an excellent awareness of healthy living; they enjoy an exhilarating 'wake and shake' session at the beginning of each day and take advantage of the healthy snacks and meals on offer. The elected school council members take inspiration from their links with local authority councillors and represent pupils' interests well. There is a very strong community spirit in school with pupils helping others and carrying out responsibilities, such as being playtime leaders and 'buddies'. The Eco council have achieved the bronze award and been very successful in encouraging increasing numbers of pupils to walk to school. These activities, together with good basic skills, prepare pupils well for their future education.

Leadership and management are good. The annual process of checking provision and performance is thorough and informs school development planning well. Rigorous systems to assess and track pupils' progress have been introduced, enabling managers to pinpoint issues as they arise. The plan is a very useful document with clear expected outcomes and measurable targets. This facilitates the monitoring and evaluation of initiatives, especially for the governors. A system for sharing expertise among teachers has proved to be successful and plans are in place to embed this useful strategy further. Governance is good and all statutory requirements are met. Governors have a good overview of standards and achievement and bring a valuable range of expertise and experience to enhance management. They are firmly committed to an inclusive approach so pupils with additional needs and those from different religious beliefs and ethnic origins are made very welcome.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children join the Reception class, their development is typical for their age. Pre-school visits, together with good introduction arrangements, ensure that children settle quickly. They make a flying start to their education. On entry to Year 1, many have exceeded national expectations, although this has not always been the case in the past.

Teaching is good. The teachers and teaching assistant work well together to assess progress and plan tasks that move children's learning on at a good pace. Inviting activities encourage children to practise and consolidate the new skills they are learning in the adult-directed groups. During the inspection, the theme of 'fire' provided opportunities for children to create pictures, experiment with ways of transporting water, and engage in role play using the class 'fire engine'. Whilst the new outdoor learning area is under construction, staff schedule sessions on the playground. Although not continuous provision, this ensures that children's physical development is promoted and provides adequate opportunities to work in the fresh air. Children's personal

development is a strength. Behaviour is very good; children thoroughly enjoy their work and collaborate well.

What the school should do to improve further

- Improve mathematics at the higher level to match the very good standards in English.

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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?	1
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?	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	1
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

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	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**

7 October 2008

Dear Pupils

Inspection of Burnley St James' Lanehead Church of England Primary School, Lancashire, BB10 2NH

Thank you for the very warm welcome you gave me when I visited your school. I thoroughly enjoyed my day. I appreciated all the help you gave me and the interesting conversations we had. In return, I would like to tell you what I found out.

St James Lanehead Primary is a good school and some parts are excellent. I was impressed with your excellent behaviour, the efforts you put into your work, and your friendliness. You get on extremely well together and take very good care of each other. You are a credit to your school and families. Your school council members ensure that your views are taken into account. I think you are developing into good citizens. You do a good job in raising money for charities and your eco work is helping to create a better environment for us all.

You say that you feel safe and happy; one person described it as a 'really caring school'. You told me how much you enjoy special events, trips and clubs so you must be very busy people. It is good to know that you enjoy visiting church and are confident to make presentations to your parents and the community. You told me that bullying is not an issue at school and I know that you learn a lot about health and safety when the life education caravan comes to visit. I haven't space to list all the favourite things about school that we discussed but I know that sport, art and computer work were high on the list.

You are keen to learn and are making super progress in writing and science. Well done! I think you could do as well in mathematics and your school will be looking at providing harder work for those of you who like a challenge.

Thank you once again for the interesting conversations I had and for letting me share your day. There is a great deal about your school of which you and the staff should be very proud. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector