

Sabden Primary School

Inspection report

Unique Reference Number	119165
Local Authority	Lancashire
Inspection number	335382
Inspection dates	26–27 November 2009
Reporting inspector	David Byrne

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Mr John Glenn
Headteacher	Mrs Lisa Titchner
Date of previous school inspection	6 December 2007
School address	Whalley Road Sabden Clitheroe BB7 9DZ
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 lessons, and held meetings with staff, pupils and governors. They observed the school's work and looked at samples of pupils' work, documents related to school development planning and policy, safeguarding and child protection procedures, and information about the progress and achievement of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the school is providing an adequate quality of education
- the quality of procedures regarding safeguarding and child protection
- the effectiveness of leadership and management in developing systems to sustain improvement in future.

Information about the school

This is a small school. The percentage of pupils with special educational needs and/or disabilities is well below the national average. The proportion eligible for free school meals is very low. The vast majority of pupils are of white British backgrounds and none requires support in speaking English as an additional language. The Early Years Foundation Stage consists of a combined Nursery and Reception class. In Key Stages 1 and 2 there are three mixed-age classes. The school has gained the Healthy Schools Award, the Eco-Schools Silver Award and the Activemark. It was judged to require special measures in December 2007. The headteacher took up post in May 2009 and new staff took up post in Key Stage 1 in January 2009 and in the Early Years Foundation Stage in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Achievement is rising, the quality of teaching is better and leadership and management are increasingly effective. Pupils say that, 'Everyone now gets work which is much more challenging.' The school is a harmonious place in which pupils feel safe, behave well and work and play happily together. Pupils are cared for very well.

Achievement is satisfactory and attainment is broadly average. Due to improvements to teaching and learning, progress is satisfactory overall and good in the Early Years Foundation Stage and Key Stage 1. In Key Stage 2, progress is improving as a result of better teaching. Attainment in English lags behind that in mathematics and science. Pupils read well, but could do better in writing. Despite recent improvements, pupils are not yet doing well enough in independently performing investigations and solving problems across the curriculum. Much improved assessment systems accurately plot pupils' progress, but are not consistently used to challenge all pupils fully. The school has made great strides to involve pupils in their own assessment, but there are variations in the process which hold back the progress of the more able.

The curriculum is getting better and, as a result, pupils say subjects are much more fun and interesting. There remain too few opportunities for pupils to apply their skills of writing, mathematics and problem solving across the curriculum. Leadership makes good use of specialist skills to enhance learning, for example in Spanish, sport and art. Pupils appreciate the increased range of activities that broaden their experiences beyond the classroom.

Pupils have a good understanding of how to stay fit and healthy. While they have a good understanding of their own culture, their knowledge of the cultural diversity of modern society is a relative weakness. The pupils' voice is very much valued and the school council works alongside staff in developing ideas to improve the school. Pupils are satisfactorily prepared for secondary education.

The headteacher's ambition and vision for the school have driven up achievement and reinvigorated the school community. Governors and staff share the same vision although the monitoring of the impact of new initiatives is not rigorous enough. The improvements in the school show a satisfactory capacity to sustain improvement.

What does the school need to do to improve further?

- Raise achievement, particularly in Key Stage 2, by:

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- developing pupils' ability to apply and extend their skills of writing, numeracy and problem solving across the curriculum
- making better use of assessment to give sharper guidance to all pupils and challenge the more able.
- Improve leadership and management by:
 - involving all staff in monitoring the impact of new initiatives on pupils' achievement.
- Strengthen pupils' knowledge and understanding of the cultural richness and diversity of modern society by:
 - implementing action plans to extend pupils' knowledge and understanding.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Lesson observations and discussions with pupils demonstrate that pupils are keen to learn, generally enjoy lessons and are increasingly gaining confidence in their own ability. Rigorous actions have raised attainment and improved progress. At Key Stage 1, attainment rose in 2009 to above average. At Key Stage 2, attainment has been close to average in recent years with a weakness in writing. This level of attainment was unsatisfactory given the starting points to school. Achievement is now satisfactory. Good progress occurs in the Early Years Foundation Stage and Key Stage 1 and progress in Key Stage 2 is satisfactory but improving. Robust assessments forecast that attainment is on course to be above average in future years. Pupils with special educational needs and/or disabilities are now supported satisfactorily and make progress commensurate with their classmates.

Pupils thrive on challenging questions. During a science lesson, they were fascinated by observing the way some solutions had formed crystals and everyone was baffled by what had happened to the coffee mixture. A pride is evident in pupils' work. Greater care is being taken with the presentation of work. Reading is a strength and many pupils enjoy advanced literature for their age. The school is well aware that there is more to be done to boost performance in writing and in enabling more-able pupils, in particular, to solve problems and complete independent investigations confidently. Most pupils have a good general knowledge and like learning by doing practical things. As a result, lessons such as art and science are very popular.

The school's popularity among pupils is reflected in above average attendance. Pupils describe the school as being like one happy family in which each feels valued. They speak of their own views being increasingly listened to and are proud of the school council and the many things pupils do to help in and around school. Their understanding of healthy eating and safety are well developed and they make positive contributions to the school community and the events of the local village. Good behaviour with excellent conduct in lessons is the norm. Manners and consideration for others are typical of most

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pupils. Pupils have some misconceptions about aspects of different faiths and cultures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching has improved since the last inspection and in most lessons pupils now make at least satisfactory and often good progress. Good assessment of pupils helps staff to plan for the range of abilities in each class. At times though, work is not challenging enough for more-able pupils. Pupils say lessons are getting better because their work is harder. The small minority with special educational needs and/or disabilities benefit from effective support guided by satisfactory education plans. Marking is regularly performed and the school has done much to involve pupils in evaluating their own progress. The systems for target setting vary between classes and they are often not personalised enough to stretch pupils fully.

The curriculum is undergoing an overhaul designed to make lessons more fun and relevant for pupils. An increased emphasis is being given to literacy, in particular to phonics up to Year 4, and writing across the school. This is improving progress, although subjects are often not linked closely enough. Extra-curricular clubs for reading,

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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writing and science are proving a hit with pupils. These clubs are making a difference to attainment and in particular of the more able. The curriculum for personal and social development contributes to the strengths of pupils' personal development. Pupils benefit from, and enjoy, a steadily increasing range of activities after school.

All staff are very caring and support pupils with any emotional needs. Provision for pupils with special educational needs and/or disabilities is satisfactory and much better than it was at the last inspection. There is now a greater awareness of the needs of more-able pupils in school with more strategies for supporting them. Parents and carers are encouraged to help their children at home and good communication through a developing website and regular newsletters keeps everyone well informed.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher has created a strong ethos that only the best is good enough. In a short time, the key components for achieving and maintaining success have been put into place. Performance management of staff is used wisely to support and encourage staff. Many established staff say this has helped them to seek areas for professional development to extend their skills. A senior management team has been recently created. Its responsibilities are clearly defined but its role in monitoring the impact of the new initiatives is not developed enough. Despite this, the school has a generally accurate view of its strengths and weakness, which drives initiatives for improvement.

The governing body has raised its game considerably. It not only supports the school but is increasingly visiting the school regularly and developing its expertise in monitoring the school's performance. Governors ensure that all requirements for safeguarding pupils are fully met with good procedures for health and safety and child protection. The recent acquisition of an award for financial management indicates the effective way that the budget is managed. Finances are carefully managed to plan ahead so that the school gets the best from its income.

The school is committed to promoting community cohesion and has strengths in doing so within the local community. Its strategy for promoting cohesion by raising pupils' awareness of the richness and diversity of the wider world is relatively recent and not advanced enough.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage has improved significantly since the last inspection. Provision is now good with effective planning, exciting activities for children and accurate assessments to guide planning. As a result, progress and achievement are good. When children start school in Nursery they are articulate, have mostly good social and personal skills, good mathematical understanding and good knowledge and understanding of the world. Teaching and support staff have a good understanding of what young children need. They balance learning through play with adult-led tasks. Many opportunities are given to children to take decisions and make choices. There are focused activities too, in which children participate with an adult, for example in phonics. By the end of Reception, children typically develop above average levels of development in all areas of learning.

The improved provision is because of effective teaching and good leadership and management. Children's welfare is of a good quality and children's safety has a high priority at all times. Outdoor learning is successfully provided despite some weaknesses in this aspect of the accommodation.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

This was a section 8 inspection which was deemed a section 5 inspection, and it was not possible for Ofsted to invite all the registered parents and carers of pupils registered at Sabden Primary school to complete a questionnaire about their views of the school.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 November 2009

Dear Pupils

Inspection of Sabden Primary School, Clitheroe, BB7 9DZ

Thank you for being so friendly and helpful during our recent visit to your school. I am pleased to report that your school has improved very much and is now satisfactory. Children in the Early Years Foundation Stage get a good start to their school life; in Years 1 to 6, attainment is rising, reflecting better progress in learning.

The most noticeable feature of the school is you! Your smiles, your enthusiasm and your enjoyment are a pleasure to see. You told me that you felt that lessons are getting better, that teachers expect more of you and that your voice is listened to. I agree that lessons are better than they were and that teaching is satisfactory with some good features. You are increasingly getting involved in evaluating your own work but I feel more needs to be done to get the best from this.

The curriculum has a good focus on helping you with writing, and more is also being done to enable you to do better at investigations in mathematics and science. These are both areas that need to be strengthened further and I have asked the school to find ways of giving you more opportunities to use such skills.

Your behaviour is good. You are well mannered and caring about others. You have a mature understanding of how to live safe and healthy lives. Your contribution to your local community and its culture is very much valued. I feel though that you need a better understanding of the way those different from you live, particularly from other faiths and cultures.

You can help the school to improve further by continuing to work hard and by offering your own ideas for helping the school. The adults that help you are very caring and make sure you are safe at all times. Many new ideas have been introduced but some are so new that the benefits for you are not yet being checked on enough. They are helping you to do better, although I feel that those of you who find work easy could be given even harder work.

I wish you all the very best for your future success and happiness.

Yours sincerely

David Byrne

Lead Inspector

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