

Bacup St Saviour's Community Primary School

Inspection report

Unique Reference Number	119191
Local Authority	Lancashire
Inspection number	339377
Inspection dates	13–14 July 2010
Reporting inspector	Brian Dower

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair	Mr Roger Chicken
Headteacher	Mrs Margaret Calvert
Date of previous school inspection	8 November 2006
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Introduction

This inspection was carried out by two additional inspectors. They visited three lessons and observed three teachers. Visits were also made to classrooms to look at pupils' books and talk to individuals about their work. They held meetings with the chair of governors, staff and groups of pupils, and there was a telephone conversation with a representative of the local authority. They observed the school's work, and looked at a range of documentation, including monitoring and assessment records, displays, pupils' files, minutes of governors' meetings, school improvement planning, and curriculum and lesson plans. Forty-two questionnaire returns from parents and carers were analysed, together with eight from staff and 55 from pupils.

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

- pupils' current progress and the level of their basic skills
- the extent to which learning activities are challenging for all groups
- the ability of pupils to work creatively and independently
- the extent to which the curriculum broadens pupils' education and adds to their enjoyment of school
- how effectively teaching assistants are deployed to ensure weaknesses in pupils' academic and personal development are overcome
- the quality of development planning to secure improvements in provision and outcomes.

Information about the school

It is a much smaller- than average primary school. The proportion of pupils known to be eligible for free school meals is above average; that of pupils with special educational needs and/or disabilities is well above average. Almost all pupils are White British. The incidence of pupils joining or leaving the school part way through their primary education is higher than normally seen. The school has a number of awards, including the Healthy Schools award, the Sport Activemark, the Eco Schools Bronze award and Lancashire's Learning Excellence awards for health education and sustainability.

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

2

Main findings

This is a satisfactory school. Pupils enjoy their work. The learning and progress seen in lessons for most groups are satisfactory. Pupils with special educational needs and/or disabilities learn well in lessons and make good progress. Year 6 pupils also make good progress and have far exceeded the targets set for them.

Behaviour is good and the small number of pupils who have difficulty adjusting to school routines are managed well and make the same progress as others. Pupils talk about how safe they feel and about the timely and effective support they receive to resolve any concerns. Bullying is rare and pupils say that when it does occur it is dealt with quickly and effectively. Pupils have a good understanding of how to stay fit and well: they eat healthily in school and take plenty of exercise. The older pupils take on responsibilities, helping to lead the work of the eco council and playing an active part on the school council in fund-raising. All are involved in the life of the local community through sport and cultural and social activities. They have a good understanding of the diversity of society and the school is developing other opportunities to broaden understanding through contacts with other schools here and abroad.

The quality of teaching is satisfactory overall. Working relationships between staff and pupils are good. However, there are inconsistencies in the use of time and questioning in lessons, as well as in the approach to improving pupils' ability to listen and present work in different ways. There have been improvements in the accuracy of assessments and they are being used increasingly well to plan suitably challenging learning activities for all groups. Excellent practice was seen in the use of marking to guide pupils on how to improve, including the use of checklists and performance criteria for pupils to work this out for themselves. Such exemplary practice is not uniform. The well planned curriculum adds to pupils' enjoyment through a wide range of extra-curricular activities. The take-up for these is high. Pupils who are vulnerable make good progress in their personal and academic development because of the good quality of the care and support they receive and the school's close and supportive links with their families.

The school's self-evaluation is accurate and appropriate plans are in place to take the school forward. This is an improving school because all staff are ambitious for its success and committed to pupils' welfare. As a result there is a sense of purpose and common endeavour. The improvements in provision and the significant rise in attainment by the end of Year 6 show that the school has a good capacity to build on what has already been achieved.

What does the school need to do to improve further?

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

- Improve the quality of teaching and learning by:
 - adopting a planned and consistent approach to developing pupils' listening skills
 - making greater use of questioning to encourage pupils to talk at length about their work and explain 'how' and 'why' they have arrived at an answer or view
 - enabling pupils to use a range of presentation devices to illustrate their work
 - ensuring greater consistency in guiding pupils on how to improve
 - ensuring that pupils are not kept too long listening to the teacher before getting on with learning activities for themselves.
- 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**

Attainment by the end of Year 6 has improved significantly this year and the progress seen in lessons is now rapid. This has resulted in provisional test results being higher than age-related expectations. These older pupils made good progress because they enjoy school and work well together. Most are confident and self-reliant, and can work independently. Attainment by the end of Year 2 has improved and is now average for boys and girls. This is because of the use of more challenging learning activities and work which is relevant to their everyday experiences.

Overall, the basic skills of literacy and numeracy are at a satisfactory level but improving because of the development of cross-curricular working. Listening skills are variable. There are pupils who are impatient of others and interrupt them when speaking. Pupils are making good progress in science because of the emphasis given to investigative work. They are learning to make hypotheses and test them out. They have good information and communication technology skills and use them well across the curriculum. The quality of their art work is good. Some pupils struggle to master the use of basic presentation devices like diagrams, labelling and sketches to illustrate their work.

Pupils talk enthusiastically about their achievements and the many activities they participate in outside the classroom. Their social, moral, spiritual and cultural development is good. Spiritual development is good, for example, because pupils are encouraged to reflect on their relationships with others and the natural world. Pupils are satisfactorily prepared for the next stage in their learning.

These are the grades for pupils' outcomes

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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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	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Adults have created a stimulating learning environment through displays of work, learning prompts and artefacts. Teachers and teaching assistants have a very good understanding of the nature of the learning difficulties encountered by some pupils and how to remove them. Barriers to learning are broken down because of the care and support all receive. Teachers have good subject knowledge and have planned a curriculum which is balanced. Enrichment activities are extensive. In lessons, adults monitor progress carefully and give timely help when misconceptions arise. Good use is made of questioning to test understanding but opportunities are sometimes missed to get pupils to explain how they have arrived at an answer or formed a view. There is no consistent approach to helping pupils improve their listening skills. Examples abound on school walls of pupils' creative and independent work, displayed in a way that invites attention. Although good practice was seen, there are occasions when insufficient attention is given to how work should be presented in different forms to different audiences. Occasionally, teachers spend too long talking, particularly at the start of a lesson. The personal, social, health and citizenship education programme makes a significant contribution to pupils' good understanding of how to stay healthy and to their moral, social and cultural development.

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

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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

In this small school, all staff play a leading and effective role in the drive for improvement. They are led well by the headteacher who has set the right priorities to take the school forward, particularly in steadily raising the quality of teaching and quickening learning. Development planning is good. Monitoring systems are rigorous and ensure that learning difficulties are identified at an early stage and addressed effectively. This is testimony to the school's commitment to an equal chance for every pupil. Staff have a good understanding of the characteristics of the community the school serves. The curriculum and the many visitors broaden pupils' understanding of diversity, and pastoral support and care have an influence on community cohesion beyond the school boundary. Partnerships with other institutions and services add to the quality of education the school provides. Governors are well informed and play their part in shaping the school's future direction. They ask the right questions as well as providing support and encouragement. Safeguarding procedures are effective. Safe working is evident in daily routines. Risk assessments and health and safety audits are undertaken regularly. The school gives satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

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

When they start school, the level of children's skills varies from year to year because numbers are small. The exceptions are in some children's communication, social skills and emotional development which are less well developed than normally seen. Children settle quickly and are soon happy because the close links with parents and carers smooth induction and the unit is warm and welcoming. Staff have created a stimulating learning environment in the classroom and in the outside areas. There are extensive opportunities for children to learn and play together and show independence. As a result, they progress well in their social and emotional development. Not all opportunities are maximised to promote language development, so children's progress is not as rapid. Overall, progress from their individual starting points is satisfactory and, by the start of Year 1, children's attainment is slightly below average. Staff know the children and their families well and have a good understanding of how such young boys and girls learn and develop. They strike the right balance between adult-led and child-initiated activities. The curriculum covers all areas of learning, with opportunities for imaginative and structured play. The children's welfare is always paramount and safeguarding arrangements ensure their security.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

About half of families returned completed their questionnaires. Most recorded their satisfaction with the quality of the education their children were receiving and the level of care and support provided. A few raised concerns about behaviour. Inspectors looked at all aspects of behaviour in lessons and around the school. They acknowledge that a few pupils have difficulty coping with the routines of school, but judge that any incidents are dealt with effectively; the learning of the majority of pupils is not affected. Inspectors found that the behaviour of most pupils is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bacup St Saviour's Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	50	16	38	3	7	0	0
The school keeps my child safe	24	57	15	36	3	7	0	0
The school informs me about my child's progress	16	38	16	38	7	17	1	2
My child is making enough progress at this school	11	26	21	50	6	14	4	10
The teaching is good at this school	14	33	17	40	9	21	1	2
The school helps me to support my child's learning	13	31	16	38	8	19	1	2
The school helps my child to have a healthy lifestyle	20	48	19	45	3	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	33	16	38	5	12	2	5
The school meets my child's particular needs	14	33	16	38	7	17	3	7
The school deals effectively with unacceptable behaviour	10	24	15	36	9	21	6	14
The school takes account of my suggestions and concerns	13	31	18	43	4	10	6	14
The school is led and managed effectively	11	26	19	45	3	7	6	14
Overall, I am happy with my child's experience at this school	17	40	15	36	5	12	2	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



15 July 2010

Dear Pupils

Inspection of Bacup St Saviour's Community Primary School, Bacup, OL13 9RR

Thank you for the warm welcome we received when we visited your school. We really enjoyed our time with you and were impressed by how hard you are working. You helped us to understand your school by talking about your work and the many activities you are involved in outside of lessons.

We found your school to be providing you with a satisfactory standard of education. You enjoy your lessons and you are polite and well mannered. You told us that the adults are helpful and supportive and that if you have any problems there is always someone to turn to for help. You are well cared for by all the adults in the school.

Attainment is rising and the pupils in Year 6 are working at a level which is higher than that normally seen. They have made good progress and done well. We wish them every success when they move on to secondary school. We found that all of you work well in groups, learning from and supporting each other. Your overall progress is satisfactory.

There are always things to do to make your school better. There are some pupils who find it difficult to listen when others are speaking. We have asked that the adults take a consistent approach to guiding them on how to listen without interrupting. We have also asked that harder questions are used to make you think for yourselves, that you receive more help on how to set out your work, that marking always shows you how to improve and that not too much time is spent listening to the teacher talk before you get down to learning activities for yourselves.

You have an important part to play in improving your school and can do this by continuing to work hard and being supportive of each other. Our best wishes to you all.

Yours sincerely

Mr Brian Dower

Lead inspector

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