

# Nelson St Paul's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119438
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339442
<b>Inspection dates</b>	30 September –1 October 2009
<b>Reporting inspector</b>	Sue Sharkey

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Sadler
<b>Headteacher</b>	Mrs B Dewar
<b>Date of previous school inspection</b>	9 November 2006
<b>School address</b>	Hibson Road Nelson Lancashire BB9 0DZ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school's system for tracking pupils' progress. They also looked at pupils' books, the school's safeguarding documents, key policies, assessments and 90 parental questionnaires.

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

- the success of the school's actions to raise attainment in English
- how Early Years Foundation Stage staff plan so that they are making full use of the indoor and the outdoor areas
- whether teachers give enough challenge to boys to ensure that they achieve well
- whether the monitoring of pupils' progress is rigorous enough to have an impact on pupils' achievement.

## Information about the school

This school is smaller than average and is situated in an area of above average levels of social and economic disadvantage. The proportion of pupils entitled to free school meals is below average and most pupils are from White British backgrounds. A very small minority of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above the national average. The school has a Reception class in its Early Years Foundation Stage. The school holds the National Healthy School award.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Nelson St Paul's Church of England Primary is a good school. It is a lively community providing a purposeful environment for learning, and pupils enjoy attending. Good links with a range of external partners and organisations help to meet the diverse needs of pupils and bring considerable benefits to their learning and personal development.

Children flourish in their first year in school, where they learn to share and follow routines. They also quickly learn how to be polite and courteous and this leads to them building positive and purposeful relationships with adults and other children. Throughout school pupils make good progress. They enter with standards that are below expectations and by the time they leave Year 6 most reach broadly average standards, often above average in mathematics. Standards of writing and presentation of work, however, are lower than other aspects of pupils' work. Pupils for whom English is an additional language and those with special educational needs and/or disabilities make as good progress as their peers. They are well supported by effective teaching assistants who are well skilled to play an active role in the classroom.

Pupils have a keen sense of right and wrong; both in lessons and when playing together they treat each other well and look out for one another. They behave well and have positive attitudes towards learning. Pupils have a good grasp of the importance of eating healthily and engage enthusiastically in games and sports activities. Their social, moral, spiritual and cultural development is good. Pupils contribute well to the school and wider community; they talk passionately about supporting a number of charities and helping children in Tanzania. Pupils benefit from this well-established international link.

The quality of provision is good. Teaching and learning are effective because staff use their good subject knowledge to plan well-paced lessons. Teachers' marking of pupils' work is regular and supportive, but there is inconsistency in explaining to pupils how they can improve their work, especially in English. The interesting and varied curriculum motivates pupils. In the Early Years Foundation Stage, restricted access to the outdoor facilities and the lack of space available there limits what can be achieved. Pupils have good opportunities to learn a range of skills in information and communication technology (ICT) but these skills are not always transferred to work in classrooms, particularly to support writing. Good systems have been established to support pupils as they move from class to class. Pupils know their individual targets and know what they have to do to meet them. Leadership and management are good. The school leaders are caring: they foster an environment in which pupils can achieve well in their personal and academic development. Middle managers, some of whom are new in post, and governors make an effective contribution to leadership. The deputy headteacher ensures that systems to assess and track pupils' progress are good. They are used effectively

and enable managers to take action in relation to issues identified, helping to raise standards. The school evaluates its performance accurately and takes effective action from this as necessary. Improvements since the last inspection show that the school has good capacity to improve.

## **What does the school need to do to improve further?**

- Raise standards in English by ensuring that:
  - marking in English consistently helps pupils know how to improve their work
  - pupils' handwriting and their presentation of written work are improved, particularly in Key Stage 2
  - pupils are given more opportunities in lessons to use their ICT skills to support their writing.
- Increase the opportunities for outdoor learning in the Early Years Foundation Stage by:
  - improving the quality of the facilities for outdoor learning and access to them
  - increasing the range of experiences provided outdoors

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

**2**

All groups of pupils make good progress from their starting points, which for most pupils is below and occasionally well below what is expected for their age. Pupils enjoy lessons, work hard and are keen to improve their own learning. Exciting activities fuel pupils' enthusiasm. While looking at different shapes in mathematics, for example, pupils were eager to explore new words as well as build on previous learning to create their own four-sided shapes. Teachers seize on opportunities for pupils to talk together with partners or in small groups to help extend their speaking and listening skills. Pupils enjoy these occasions, showing that they are able to take turns and respond to each others' opinions successfully. Pupils in the early stages of learning English make good progress in the acquisition of the language.

This is a happy school where pupils behave well. They say they feel safe and secure because adults care for them and watch carefully during the day. Pupils' involvement in the school and wider community is good. They take an active part in helping others, including regularly raising funds to support local charities and the hospice as well as supporting children from The Bethany Family project in Tanzania. To support this project pupils initiate their own fundraising activities, which provides meaningful opportunities for them to work in teams, manage money and plan events.

Pupils' understanding of a healthy lifestyle is good. From an early age, pupils know how to eat healthily and they appreciate the many opportunities they have to take part in fitness activities such as dance classes and athletics.

Pupils' attendance is satisfactory. Pupils have plenty of opportunities to express their views, for example as members of the school council, and enjoy contributing to school

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

decisions. All these experiences, combined with their average standards, prepare pupils satisfactorily for the next stage of their education.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Children make good progress throughout school because the quality of teaching and the curriculum are good. A positive feature in all lessons is the high quality of relationships between staff and pupils, which helps to create a positive and supportive climate for learning. Teachers use interactive whiteboards well to help motivate and engage pupils. ICT skills are well taught, but pupils do not have enough opportunities to use them to improve their writing. Marking is regular and positive in tone, but does not always help pupils understand what they have to do to improve their work. Curriculum planning emphasises links between subjects; these create meaningful opportunities for learning and for pupils to apply their skills to new situations. Each Friday, for example, Key Stage 2 pupils participate in a wide range of activities such as music, drama and French. They are able use their skills to design and make products, which they present to their 'Dragons' Den'. The school works well with a range of partners in the community,

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

helping to widen extra-curricular opportunities. Year 5 and 6 pupils have the opportunity to take part in residential activities. These activities help to raise pupils' awareness of different people's needs and life experiences, and help to equip the pupils for their future life.

The good quality care that adults provide for pupils is reflected in the way that pupils say they know they can talk to any adult if they need help. The school works with a range of agencies to support pupils' needs, including those with additional learning needs. The school had adopted good practices to ensure pupils are safe, helping them to enjoy their learning and develop personal skills. Staff are well trained and integrate issues of safety into lessons. The school works closely with parents to raise their awareness of the effect on learning of taking their pupils out of school during term time.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The headteacher and all leaders demonstrate a caring attitude which pervades the work of the school. This is an inclusive school where all pupils have an equal opportunity to do well. The school is very effective at tackling discrimination. The school's evaluation of its own performance is accurate, and recent actions taken to improve achievement have already had a positive impact. For example, results for 2009 indicate that standards at the end of Key Stage 2 have risen, boys have achieved well, particularly in mathematics and science, and the more able pupils have achieved the higher levels. Achieving these goals shows the school has good capacity to improve. The leadership of the school has shown good judgement in moving teachers to work with different age groups to develop their experience and skills. Teachers say that this has energised them in the school's drive to raise standards. Governors provide effective guidance and keep a good balance between offering support to the school and challenging it to do better. The school adopts good practice in relation to safeguarding procedures and takes an active approach to making pupils aware of safety issues. Contribution to community cohesion is good. The school values links with the local community and other parts of the world. As a result, pupils respect people from different backgrounds.

*These are the grades for leadership and management*

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

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

## Early Years Foundation Stage

The effectiveness of the Early Years Foundation Stage is good. Children's love of learning begins in the Reception class where they are well nurtured and cared for in a safe environment. Children quickly settle into school and are happy. Their progress is checked regularly and adults use the information to modify what they do to meet the needs of individuals. This helps all groups of children to learn well and make good progress towards the goals expected for their age. Leadership and management of the Early Years Foundation Stage are good, ensuring that planning reflects an understanding of how young children learn. Within a stimulating environment, activities are well chosen and children clearly enjoy their learning, such as when they were counting frogs and adding them to make new and larger numbers. Children are able to use both indoors and outdoors but at present full access to the outdoor facilities is limited. As result there are fewer opportunities for children to enjoy a wide range of experiences. Children's personal, social and emotional development is good; they behave well and are keen to learn.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Parents are very positive about the way the school cares for and educates their children. A very large majority of parents feel that their children enjoy school, are kept safe. They are pleased with their children's progress. Some parents took time to add comments to the questionnaire to reinforce the strength of their positive views and these were endorsed by inspection evidence. There was also a very small minority of parents who raised concerns and these were looked into by the inspection team. A few parents were concerned about how the school deals with unacceptable behaviour. Inspectors found that behaviour in school is good; the school has a system in place that includes working with pupils and parents, and has a range of sanctions for the very small number of pupils who do not always behave well. A few parents felt that there were occasions when the school does not always take account of their suggestions. The inspection found that parents are asked to complete an annual parental satisfaction questionnaire. Responses to this are featured in the school's newsletter and the headteacher is always pleased to receive suggestions and take appropriate action.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nelson St Paul's Church of England 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	108	59	64	35	8	4	0	0
The school keeps my child safe	102	55	70	38	12	7	0	0
The school informs me about my child's progress	90	50	76	42	12	7	0	0
My child is making enough progress at this school	84	48	72	41	12	7	1	1
The teaching is good at this school	109	58	70	37	8	4	1	1
The school helps me to support my child's learning	78	43	88	49	10	6	0	0
The school helps my child to have a healthy lifestyle	94	52	76	42	6	3	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)	70	40	92	52	6	3	0	0
The school meets my child's particular needs	90	49	86	47	6	3	0	0
The school deals effectively with unacceptable behaviour	76	42	78	44	18	10	2	1
The school takes account of my suggestions and concerns	64	37	74	42	24	14	4	2
The school is led and managed effectively	72	40	96	53	8	4	0	0
Overall, I am happy with my child's experience at this school	102	56	70	38	8	4	0	0

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 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.

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## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



Inspection of Nelson St Paul's Church of England Primary School, Nelson, BB9 0DZ

I am writing to thank you on behalf of the team for making us feel so welcome when we visited your school. We really enjoyed talking to you and have good memories of how friendly you were. The teachers care for you well and we were impressed with the good levels of care and friendliness you show towards each other. You behave well. We were also impressed by your good understanding of how to keep healthy. It was good to see that you raise funds for charity and help so much in your community.

We enjoyed watching you learn in your classrooms and outside them too. The school provides a wide range of activities for you. We have asked your school to improve the area that Reception children have outside so that they can enjoy many more activities, just like they do inside. Teachers work very hard to help you learn and we think that teaching in your school is good. The curriculum is good too.

I have asked your school to help you to improve your work in English by improving your writing. I have asked your teachers to add extra comments when they mark your work so that you know what you have to do next time. We have also asked that your teachers help those of you in Key Stage 2 to do your very neatest handwriting and always to present your work in a tidy way. We could see how much you enjoy using computers and have asked your school to try and include computers much more, particularly in English.

We were really pleased to tell your headteacher that your school is a good school. Well done and I hope you all continue to work hard as well as enjoy school.

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