

Burnley St Stephen's Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	119486
Local Authority	Lancashire
Inspection number	339454
Inspection dates	13–14 October 2009
Reporting inspector	David Law

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair	Mrs Marilyn Ashmore
Headteacher	Mr Ian Wilson
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited seven lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at samples of pupils' books and the assessments teachers had made. The inspectors also looked at the school improvement plan and information from school self-evaluation. Inspectors received 58 parental questionnaires and spoke with parents in the playground. They looked at 91 questionnaires completed by pupils and 19 by staff.

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

- current evidence of pupils' learning, progress and achievement
- the quality of teaching and how it helps pupils to learn and make progress
- the contribution of leadership to school improvement.

Information about the school

This is a smaller than average size school with very few pupils from minority ethnic groups or for whom the first language is not English. The number of pupils with special educational needs and/or disabilities is broadly average. The proportion of pupils known to be eligible for free school meals is average. The school has achieved the Healthy Schools Award and Activemark. Childcare provision, not managed by the governing body, occupies accommodation at another school but is subject to a separate inspection whose report will be available on the Ofsted website.

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

St Stephen's is a good school. Pupils enjoy learning and are eager to do well. This helps them to make good progress and they display considerable pride in their achievements. They are fully confident of being listened to and feel safe in school at all times.

All areas of provision are of good quality. Good teaching promotes good learning and the curriculum captures pupils' interest. They very much enjoy the many sporting activities available to them. A highly motivated team of staff know pupils well as individuals. They provide good care, guidance and support and work effectively to remove barriers to learning, particularly for those with special educational needs and/or disabilities. Effective links with a wide range of partners support pupils' learning and promote their well-being.

Good leadership engenders a strong desire for each pupil to do well. The headteacher communicates an enthusiasm for learning. There is good staff morale and a drive for continued improvement. The school has effectively addressed all the issues from the previous inspection. Its self-evaluation is accurate and used well to promote improvement. As a result, the school shows a good capacity to improve. There is a strong focus on sustaining and improving learning in the classroom. The impact of this is seen in improved outcomes in English but there is too little opportunity for pupils to apply their writing skills across the curriculum. Senior leaders carefully monitor the work of the school and plan relevant actions for improvement. For example, improving the degree of challenge in lessons led to a sharp increase in the number of pupils reaching higher levels in the 2009 national tests. Middle leaders are playing an increasing role in self-evaluation but the school recognises there is scope to use their enthusiasm and skill even more. The vast majority of parents are pleased with the school and particularly welcome the range of additional activities in music and sport. One parent said, 'the school teaches good values and my children are happy and progressing well'.

What does the school need to do to improve further?

- Improve attainment in writing by creating more opportunities for pupils to use and apply their skills across the curriculum.
- Develop the role of middle leaders by enabling them to acquire further skills in school self-evaluation.

Outcomes for individuals and groups of pupils

2

Pupils concentrate well in lessons and show very positive attitudes to learning. They are

eager to get to work, concentrate well and make good progress. Achievement is good and, in the classroom, inspectors saw that all groups make good progress. Pupils acquire knowledge and understanding at a brisk rate. Those with special educational needs and/or disabilities make good progress because support is well matched to them personally. Attainment at the end of Year 6 is average overall but rising. It has been average over the last three years but improved in 2009, to above average in mathematics and science where a large majority reached the higher levels. Pupils make good progress in learning to read but do not achieve as well in writing. Writing skills are learnt well in literacy lessons but many pupils are less able to apply this to other areas of learning. Consequently, the extent to which pupils develop the skills for future economic well-being is satisfactory. Behaviour is good both in the classroom and around the school. Pupils enjoy taking responsibility and make a good contribution to the positive ethos of the school community. Their understanding of the needs of others is well promoted and spiritual, moral, social and cultural development is good. Attendance is above average. Pupils have a good knowledge of how to live a healthy life and are exceptionally keen to take part in exercises such as the morning 'wake up and shake up'.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
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

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

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

How effective is the provision?

Good teaching helps pupils to make good progress and lessons move along at a brisk pace. This engages pupils and learning is well organised to meet their needs. Effective assessment, including the marking of work, shows pupils what they need to do to improve and they are aware of their individual targets. The quality of teaching has shown a strong improvement since the last inspection. An effective team of teaching assistants understands pupils' needs and is able to support learning at the right moment. A good curriculum makes a strong contribution to pupils' development and well-being. It is enriched by a wide range of activities often provided through partnership, for example specialist sports coaching, and pupils take part with great enthusiasm. Strong links with external agencies and well-targeted provision for the more vulnerable enable pupils to be well supported and cared for. The school is assiduous in encouraging regular attendance and punctuality.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Leaders and managers have a strong desire for all pupils to achieve well. This is shared by every member of the school community and there is an enthusiastic commitment to pupils' learning and well-being. The progress of individual pupils and of all groups is tracked carefully and information used to implement clear plans for improvement. The quality of teaching and learning in lessons is monitored regularly. The headteacher, who is well supported by other senior leaders, has a clear view of what is expected. They have the full support of the entire staff team. All teachers are eager to take on responsibility for areas of the curriculum but senior leaders recognise the need to provide even more opportunity for them to broaden their leadership experience. The governing body provides good support and challenges the school to improve through its clear strategic view. The school knows its pupils well and effectively tackles discrimination so there is equal opportunity for everyone to learn and achieve. Safeguarding procedures are good and the curriculum is organised well so pupils have a clear understanding of how to keep safe. The school promotes community cohesion well. All pupils work and play harmoniously together and have a strong understanding of the school as a community. There are effective strategies to engage the immediate community and that further afield. For example, there are firm links with other schools

in the town where pupils are from a different cultural heritage.

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	2
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	2

Early Years Foundation Stage

Children enter the Reception class with attainment generally below that expected for their age, although there is some variation year-on-year. They settle well and make good progress. Their good relations with adults enable them to feel safe and they show lively interest in what they do. Children select activities for themselves with increasing independence and learning is well planned to meet their needs. Good use is made of the recently refurbished outdoor provision which promotes children's curiosity and physical development. By the end of Reception, most children are working securely within the early learning goals and some exceed these. Provision for their welfare and opportunity for social and emotional development is good. All adults know the children well and make careful assessments of their needs to plan learning. The Early Years Foundation Stage team works very well together. Good leadership and management ensure a clear focus on promoting development and well-being. Links with parents and carers are good and robust arrangements are in place to keep children safe.

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

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

The vast majority of parents are supportive of the school and feel their children enjoy attending. All parents feel children are kept safe. They particularly welcome the sporting activities available for their children. Two parents said they would like more information about their children's progress and help to support their child's learning. A very small minority of parents felt the school did not deal effectively with unacceptable behaviour. Inspectors judged behaviour to be good and saw none that was unacceptable; pupils know what was expected of them and are aware of the rewards and sanctions used.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burnley St Stephen's Church of England Voluntary Aided 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 inspector received 58 completed questionnaires by the end of the on-site inspection. In total, there are 174 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	59	44	38	2	2	0	0
The school keeps my child safe	72	62	44	38	0	0	0	0
The school informs me about my child's progress	54	47	58	50	2	2	0	0
My child is making enough progress at this school	50	43	66	57	0	0	0	0
The teaching is good at this school	58	50	54	47	2	2	0	0
The school helps me to support my child's learning	50	43	60	52	4	3	0	0
The school helps my child to have a healthy lifestyle	66	57	44	38	4	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)	56	50	48	42	6	5	0	0
The school meets my child's particular needs	60	52	56	48	0	0	0	0
The school deals effectively with unacceptable behaviour	50	43	50	43	14	12	2	2
The school takes account of my suggestions and concerns	44	38	64	56	6	5	0	0
The school is led and managed effectively	60	52	54	47	2	2	0	0
Overall, I am happy with my child's experience at this school	78	67	34	29	4	3	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.

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.



Inspection of Burnley St Stephen's Church of England Voluntary Aided Primary School,
Burnley, BB11 3EJ

The other inspectors and I enjoyed our visit and you made us feel very welcome. Thank you for contributing to the inspection by being eager to talk to us.

Your school is providing you with a good education. You told us that you enjoy school and feel safe when you are there. For example, one of you said, 'I really enjoy school and I find it fun to learn.' We agree and were impressed by the way you work really hard in lessons. This helps you to make good progress in your learning. You have a good understanding of the importance of healthy eating and like to take part in sport. You are proud of your achievements and always try your best. We saw that your behaviour is good and you are helpful to each other. The teachers and other adults take good care of you and the teaching and curriculum are also good. You have many exciting things to do. We enjoyed listening to the brass instruments being played in the room next to us. We were pleased that you know your personal targets. The leadership and management of your school are good. The adults are keen for you to do well and work together as a team. We have two recommendations to help you improve. We think you should use your writing skills more in subjects other than English because this will help you to understand better. It will also be useful to you in the future. We would also like the teachers who lead various subjects to find out more about how well the school is doing and to use the information to make things even better.

I hope you will play your part in helping to bring about these improvements. You can do this by continuing to work hard to achieve your targets.

Best wishes for the future.

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