

Barnoldswick Church of England Controlled Primary School

Inspection report

Unique Reference Number	119360
Local authority	Lancashire
Inspection number	379786
Inspection dates	20–21 September 2011
Reporting inspector	Kevin Johnson

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	John Lancaster
Headteacher	Melanie Darcy
Date of previous school inspection	07 May 2009
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Introduction

This inspection was carried out by three additional inspectors. They observed fifteen lessons and saw eight teachers. Meetings were held with groups of pupils, members of the governing body, and staff. Inspectors observed the school's work, and looked at the school's self-evaluation and local authority reports, minutes of the governing body meetings, school policies, national test results and data, and the school's assessments, curriculum and safeguarding documentation and samples of pupils' work. Also taken into account were 49 questionnaires returned by parents and carers as well as those completed by staff members and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether teaching provides enough challenge for more-able pupils.
- How effectively the curriculum has been adapted to promote better writing, particularly that of boys.
- How robustly leaders and managers set targets and check pupils' progress.

Information about the school

Almost all pupils are White British in this slightly smaller than average primary school. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is similar to that in most primary schools. Healthy School status has been achieved and the school holds the Silver Artsmark in recognition of its curriculum development.

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?

2

The school's capacity for sustained improvement

2

This is a good school where pupils thrive because of the good care, guidance and support they receive. They are safeguarded effectively and pupils say that they feel very safe in school. Indeed, their understanding about how to keep themselves and others safe and healthy is outstanding. Behaviour is good. Relationships are very good and pupils' enjoyment of school is reflected in their high attendance.

The quality of teaching and learning is good overall. There is some outstanding teaching. The good quality of teaching accounts for the good progress currently seen throughout the school. Children in the past have entered the Reception class with generally below expected learning and development for their age, although children's abilities have been rising for the past two years. Attainment by the end of Year 6 is average. Targets are challenging and the results of 2011 national tests showed that they were met in English but not in mathematics. Nevertheless, too few pupils reach higher levels of attainment in English and mathematics at the end of Year 2 and Year 6. Pupils with special educational needs and/or disabilities make good, and some make excellent, progress from their relative starting points.

The curriculum engages pupils well. It is rich and varied and provides good opportunities for learning. A successful whole-school drive to improve writing, focussing particularly on boys, has boosted pupils' interest and achievement and raised attainment in English at both key stages.

Effective self-evaluation has resulted in leaders at all levels recognising the need for increasing the progress of the more able pupils. The governing body and senior leaders were quick to raise targets to increase challenge in lessons. They are giving more attention to monitoring pupils' progress towards their targets although the school recognises the need to do this more regularly. Solid work has already taken place to improve assessment in mathematics although this is not yet fully embedded. Aspects of pupils' personal development have consolidated and improved. Following the previous inspection, subject leaders' skills have improved, and their accountability for school improvement increased. Overall, leaders and managers have a clear picture of the school's performance and demonstrate good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment in English and mathematics and hence further improve pupils' overall achievement by:
 - fully embedding revised systems for assessing pupils' progress in mathematics
 - ensuring that the more able pupils are consistently challenged in English and mathematics
 - checking more regularly on the progress pupils make towards their more challenging targets.

Outcomes for individuals and groups of pupils

2

Pupils behave well in lessons and make good progress because they work hard. They appreciate the interesting activities provided and know their teachers value their efforts. 'Teachers always try their best to make our lessons fun'. This commonly held view among pupils was exemplified clearly in one lesson when they had to find a coded message by calculating in negative numbers. Independent thinking is encouraged and pupils work effectively in groups, or with partners, to discuss and investigate problems. Their increasing involvement in assessing their own progress gives pupils good knowledge about how to improve their work.

Attainment in English and mathematics is broadly average at Key Stage 2. Pupils' current work and the school's assessment data for Years 3 to 6 show that good year-on-year progress is now established, consistent with the quality of teaching pupils receive. There is also improvement at the end of Year 2, where the impact of more effective work in the Early Years Foundation Stage is beginning to pay dividends. The results of national assessments for 2011 showed significant improvement in reading, writing and mathematics over previous years. The school is dealing effectively with the difference in attainment identified between girls and boys in writing and, with similar resolve, is diminishing the difference in girls' attainment in mathematics where targets were missed previously. Occasionally, in lessons where challenge for the more able pupils is not consistent, these pupils do not make as much progress as they could. Pupils with special educational needs and/or disabilities make good progress because of well-planned support for literacy and numeracy delivered by well-trained and skilled teaching assistants. They work effectively with groups and individuals both in, and outside the classroom

Pupils have excellent understanding of how to stay safe and avoid potential dangers outside of school. They are fully aware of the importance of trusting relationships. Pupils are polite and well-mannered, and adamant that bullying and racist behaviour are non-existent in the school. Some Year 6 pupils run a lunchtime club where pupils can choose to avoid the hurly-burly of playground games and instead play quietly indoors with their friends. Pupils have an impressive understanding about the importance of a sensible diet and lots of exercise. They are very active in the playground, making good use of the climbing wall, and after-school sports clubs are well attended. Pupils make a good contribution to the life of the school. The active school council ensures that the pupil voice is heard. As a result, playground and toilet facilities have improved and healthy school meal and tuck-shop choices are now

established features. The school council is given a role when staff appointments are made and pupils generally have opportunities to discuss topics with teachers and help plan what they are to learn.

Pupils' attendance is high and with their good personal qualities and improving competencies in literacy, numeracy and information and communication technology (ICT), they are prepared well to secure their future economic well-being.

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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most lessons are lively and interesting for pupils and teachers set a good pace for learning. Helpful resources are made available to pupils and effective use is made of electronic whiteboards and laptops in classrooms. Teachers' subject knowledge is good and they use this well to question and challenge pupils to think for themselves. In literacy lessons, strategies to encourage writing and basic skills are strong. For example, one class was shown a range of useful ways to help them to learn spellings. The words they had to learn were personal to them having been selected from the teachers' assessment of their writing, or in preparation for future work and so produced meaningful and rewarding work. In the best lessons, all pupils are fully engaged in well-focused activity, which promotes not only excellent learning but also their personal development. Enjoyment was immense in a science lesson when pupils worked collaboratively testing their ideas about forces. Teaching assistants are a valuable part of the teaching team. They work effectively with class teachers and contribute much to the learning of pupils in their care. Where satisfactory learning occurred pupils' attention drifted and tasks failed to challenge them. Although assessment is mostly used well to match work to pupils' ability and interest, occasionally it is not used sharply enough in mathematics to set sufficiently challenging work for more-able pupils. On the other hand, the successful use of assessment led to the improvement in boys' writing. In lessons, staff keep a watchful eye to ensure any misunderstandings are swiftly rectified. Marking is good and pupils are usually clear about their progress and what to do next.

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

The curriculum is planned effectively and enables pupils to achieve well. The whole-school focus on boys' writing has been linked well to the many enriching first-hand experiences the school provides. For example, pupils' space stories were enlivened for them after their visit to a planetarium. Information and communication technology is used routinely across the curriculum. Provision for the development of mathematical skills is currently being extended into other subject areas in order to make it more related to real-life situations. Physical education and music both have high profile in the school and pupils achieve well in those areas. A good range of after-school clubs allow pupils to foster their skills and interests well. Residential visits also contribute to pupils' good personal development. The school has made good progress in establishing French in the curriculum.

Parents and carers unanimously endorse pupils' views that they are safe and well cared for in school. Strong pastoral care for all pupils is rooted in the school's family ethos and ensures that their passage through the school is a smooth and happy one. There are good links with outside agencies school to ensure the best support for pupils' additional needs. Arrangements for pupils joining the school and transferring to the next are supportive to both pupils and parents and carers. Attendance is high because it is closely monitored and effective home-school links mean that it is maintained.

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?

Senior leaders and the governing body provide clear direction for the school. There is a strong, cohesive staff team driven by a common commitment to school improvement. Leaders are reflective about pupils' outcomes and show no complacency in their ambition to raise standards and quality of provision. Teaching and learning are monitored well and weaker aspects are being challenged. Astute appointments to teaching staff and effective professional development have secured the quality teaching and laid open the way to sustained progress.

The governing body provides strong support and challenge for the school. It too is reflective about its practice and has developed a very effective on-line system of communication to make their preparatory work and subsequent meetings more efficient. This has been recognised in a local authority award. Members of the governing body, along with other school leaders, acknowledge that targets, especially for more-able pupils, have not been as aspirational as they might have been. Targets have being adjusted and closer attention is beginning to be given to monitoring the progress of this group. These actions confirm members of the governing body's full commitment to equality of opportunity and their challenge to discrimination. Measures taken to safeguard pupils are good. Policies and procedures

are clear to all staff and pupils. Training for safeguarding has been extensive. The site and building are well maintained and access to the school building is well controlled.

The school makes good provision for community cohesion. Links with local community groups are positive and there are productive links with other schools. Pupils compare cultural lifestyles with others in Canadian and Australian schools via email. The curriculum provides good opportunities for pupils to sample the arts and festivals of other cultures and overall helps to maintain a culturally harmonious school community

These are the grades for the 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

Good leadership and management of the Early Years Foundation Stage secure children’s good progress in learning and development of skills. Personal, social and emotional development is given high priority. Children quickly learn to make decisions and to respond well to adults and each other so that they become confident, independent learners.

The curriculum is planned well with a good balance between activities led by adults and those which children choose for themselves. Teachers stimulate interest well and provide good opportunities for children to follow-up learning independently through play. After a class counting session, for example, two children began to write numbers on a piece of paper and test one another with ‘what’s that number?’ Good use is made of the outdoor learning area where physical and social development is encouraged imaginatively. Opportunities for adults to build upon what children learn indoors, however, such as number skills, are sometimes missed even though resources are available. The teaching of early reading and writing skills is effective. Daily sessions to learn letters and the sounds they make get children off to a flying start in early reading and writing. A good feature of provision is how children mix with those in Year 1 for creative activities during afternoon sessions. This provides more choices and chances for Reception class children match their language and physical skills with those of older children. Provision for children’s welfare is good. The Reception class provides a bright and welcoming environment. Effective

management ensures assessment systems are very good. These include observations and views from parents and carers who are kept well informed about their children’s daily progress and how they can help.

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 in the Early Years Foundation Stage	2

Views of parents and carers

A minority of parents and carers returned completed questionnaires. Their response was overwhelmingly positive about several aspects of the school, most notably, children’s safety and teaching quality. A few concerns were raised relating largely to communication with the school about children’s progress, and how well the school takes parents’ and carers’ views into account. These issues were discussed with school leaders during the inspection, while ensuring that parents’ and carers’ anonymity was fully protected.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barnoldswick Church of England Controlled 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	53	23	47	0	0	0	0
The school keeps my child safe	30	61	19	39	0	0	0	0
The school informs me about my child's progress	17	35	26	53	4	8	0	0
My child is making enough progress at this school	20	41	22	45	3	6	0	0
The teaching is good at this school	27	55	20	41	0	0	0	0
The school helps me to support my child's learning	24	49	21	43	3	6	0	0
The school helps my child to have a healthy lifestyle	24	49	21	43	2	4	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)	22	45	24	49	1	2	0	0
The school meets my child's particular needs	22	45	23	47	1	2	0	0
The school deals effectively with unacceptable behaviour	17	35	25	51	4	8	1	2
The school takes account of my suggestions and concerns	19	39	22	45	5	10	0	0
The school is led and managed effectively	24	49	19	39	2	4	1	2
Overall, I am happy with my child's experience at this school	25	41	21	43	1	2	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



22 September 2011

Dear Pupils

**Inspection of Barnoldswick Church of England Controlled Primary School,
Barnoldswick, BB18 5BB**

Thank you for making our visit to you your school so pleasant when we came to inspect it recently. You gave us a very warm welcome and your politeness and charming manners made it a delight to talk to you. You told us a great deal about how good your school is and we found out a few good things for ourselves. Well done for achieving such high attendance. That is very important so do keep it up. Well done also for your lovely singing in the hall. That was extremely tuneful and we enjoyed listening in. You certainly know how to keep yourselves very safe and healthy. That too is important.

Yours is a good school. You make good progress and achieve well. The standards you reach in English and mathematics are average and we have suggested some ways of making them higher. We agree with you that teachers make your lessons fun, which is why your progress is good. The grown-ups in school take good care of you and you take good care of each other and make school enjoyable.

Your teachers, parents, carers and members of the governing body are just as proud of your school as you are and would like it to improve further. To help that to happen inspectors have asked your school leaders to help you to reach higher standards in English and mathematics. Firstly, by ensuring your work in mathematics is thoroughly assessed. Secondly, by making sure the work set for those who find learning easy in both subjects is hard enough. Finally that leaders check more regularly to make sure you are meeting your targets.

Thank you again for your lovely welcome.

Yours sincerely

Kevin Johnson
Lead inspector

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