

Chatburn Church of England, Voluntary Aided Primary School

Sawley Road, Chatburn, Clitheroe, Lancashire, BB7 4AS

Inspection dates

9–10 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- All pupils make outstanding progress because teachers have high expectations and use excellent questioning skills to ensure that pupils think deeply about what they are learning.
- The enjoyment of reading is exceedingly well promoted at the school and pupils read widely and regularly.
- The gap between attainment in reading and writing identified at the last inspection has been closed.
- Children enter the Early Years Foundation Stage from a range of settings. They settle very quickly and thrive in the warm and caring environment provided by the school.
- Teaching is outstanding overall and never less than good. Teachers and teaching assistants work well together. They know pupils very well. They ensure that disabled pupils, or pupils who have special educational needs and those eligible for the pupil premium funding make the same outstanding progress as other pupils by matching work closely to individual abilities.
- Pupils enjoy their learning and are extremely eager to do well. They are extraordinarily proud of their achievements and enthusiastically share the work that they complete with others.
- The curriculum is varied and provides rich learning opportunities. Pupils enthusiastically engage in the wide range of additional activities. The curriculum also contributes very well to the spiritual, moral, social and cultural development of all pupils, preparing them for their next stage of learning. However, there are not enough opportunities provided to use information and communication technology.
- Parents are overwhelmingly supportive of the school.
- Behaviour is exemplary. Pupils welcome visitors to school. They are polite and courteous at all times. Pupils demonstrate a great deal of respect and care for each other and for staff.
- The school is exceptionally well led by the long serving headteacher. His ambitious vision for the school is extremely well supported by a passionate staff and a committed governing body.

Information about this inspection

- The inspector observed eight lessons, of which two were joint observations with the headteacher. In addition, the inspector listened to pupils read and visited group sessions.
- Meetings were held with groups of pupils, parents, the Chair of the Governing Body, a local authority representative and school staff.
- The inspector took account of 18 on-line questionnaires (Parent View), a letter from a parent and the results of questionnaires distributed by the school.
- A range of documents were looked at, including the school's data on pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Full report

Information about this school

- Chatburn is smaller than the average size primary school.
- All pupils are of White British heritage.
- The proportion of pupils supported through school action is below the national average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is below the national average.
- The proportion of pupils eligible for the pupil premium is below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The headteacher has supported local schools in his capacity as an associate adviser for the local authority.
- The school hosts a pre-school and a breakfast and after-school club that are not managed by the governing body.
- Since the last inspection, a new classroom has been added and pupils' toilets have been upgraded.

What does the school need to do to improve further?

- Increase the effectiveness of information communication technology (ICT) as a tool for learning by making better use of it to enhance independent learning.

Inspection judgements

The achievement of pupils

is outstanding

- Children join the Early Years Foundation Stage from a range of settings. The scope of their skills and knowledge vary year on year but are generally at or slightly above age-related expectations. They are very well supported by staff to develop their reading skills by learning how to match letters and the sounds that they make. During these lessons the children also practise letter formation and, as a result, they are able confidently to copy sentences in their work books at this early stage of their school life. Children make good progress relative to their starting points and enter Year 1 slightly above national levels.
- Pupils read regularly at school and at home. Year 1 pupils who completed the national reading assessment performed very well. Pupils, including lower ability pupils, read with confidence, they understand what they are reading and competently use strategies to help them read words that are unfamiliar. From an early age, pupils are encouraged to enjoy reading and it is evident that they do when looking at the number of books recorded in reading records and listening to pupils enthuse about the books they are reading.
- Rapid progress continues throughout Key Stage 1 and pupils' attainment is regularly above national levels. The proportion of pupils attaining at the higher level in reading and mathematics is increasing and writing is now regularly above national levels.
- Progress accelerates as pupils move through the school. For the last three years every pupil taking the end of Key Stage 2 assessment has achieved the expected level. The proportion of pupils attaining at the higher level in English and mathematics is increasing and the proportion of pupils making more than expected progress is also increasing and is high in comparison to national figures.
- Staff monitor pupils' progress regularly and rigorously through the school's tracking system. This enables them to plan interventions that effectively eradicate underachievement and are well matched to individual needs. As a consequence, all pupils including disabled pupils and those with special educational needs make the same outstanding progress. The small numbers of pupils eligible for pupil premium are very well supported by teaching assistants during small group sessions and are on track to meet their challenging targets. This demonstrates the school's unswerving commitment to equality of opportunity.
- Parents and staff wholeheartedly agree that pupils make exceptional progress at Chatburn School.

The quality of teaching

is outstanding

- Much of the teaching at Chatburn is outstanding and it is never less than good. Lessons move at a brisk pace but pupils are given the time to reflect upon and improve their work.
- Staff have very high expectations of pupils and pupils have high expectations of themselves. They believe that they can do well because as one boy enthused, 'teachers help us to do our best'.
- Lessons are meticulously planned to include tasks matched accurately to pupils' abilities. Focussed support for individuals and groups provided by very knowledgeable teaching assistants is highly effective. Teachers use highly skilled questioning techniques to assess pupils' understanding and encourage them to think deeply about their answers. Pupils are regularly invited to assess their own learning and indicate whether they understand or need more help. These factors contribute toward the excellent progress made by all pupils.
- Pupils are actively encouraged to use prior learning together with new learning. For example, when Year 1 and 2 pupils were adding numbers together, they practised putting the biggest number in their head and then counting on fingers or using counters. One pupil was able to explain that if he was adding small numbers together he would do it that way but if he was using bigger numbers he could add up the tens and then add up the ones and then add them

together. He clearly demonstrated that at a young age he was thinking very carefully about using all of his skills to find the right answer.

- Pupils are well aware of their individual targets and teacher marking shows clearly what they need to do to improve their work. Efforts are made to encourage pupils to develop independent learning skills. For example, pupils in Class 3 use their 'Try Book' to attempt to spell a word before asking for help. There are however, too few opportunities for pupils to develop further their independent learning skills using ICT.
- Learning is regularly enriched by a range of visitors to school. For example, the Reception children and Year 1 pupils developed a list of very interesting questions about goats that they were able to answer following a visit from a pygmy goat.
- Regular monitoring of teaching by school leaders and analysis of work books identifies that pupils' benefit from consistently good and outstanding teaching over time.

The behaviour and safety of pupils are outstanding

- Behaviour is outstanding at all times. Visitors to the school are made to feel very welcome by the courteous, friendly pupils.
- Pupils are relentlessly thoughtful and considerate; they have an excellent understanding of what is right and wrong. They care for each other and are extremely proud of their play leaders who look after younger pupils in the playground because they know it is the right thing to do.
- Pupils have a good understanding of different forms of bullying and are particularly confident that bullying does not take place at Chatburn and, if it did, that there would be an adult who would sort it.
- Pupils feel absolutely safe and parents agree that the school keeps pupils safe.
- The Eco-club is working well to gain an award for the school and has recently sold fair trade goods to raise money to buy new school equipment. Pupils have also encouraged residents at a local facility to use fair trade goods because it helps those who are less fortunate.
- Pupils like and respect their teachers. One boy described staff as 'experts' because he greatly admires their musical and artistic talents.
- Pupils are reliably punctual and attendance is high which reflects pupils' enjoyment of school life. They do not want to miss anything.

The leadership and management are outstanding

- The headteacher is very well respected by the entire school community. His ambitious vision provides clear direction and the drive for the school to become even better. The staff are a cohesive group who support each other very well to make Chatburn an exciting learning community that draws the best from all pupils.
- Improved standards, underpinned by outstanding teaching, demonstrate the school's excellent capacity to improve.
- School leaders rigorously monitor teaching and pupils' progress; they use this together with evidence from performance management to plan highly appropriate professional development for teachers. For example, a training day was planned to support staff in developing writing across the curriculum. This has had a positive impact on pupils' achievement in writing.
- The curriculum provides a range of additional activities that enrich the pupils' experiences. For example, Chinese, Irish and Scottish dancers have performed in the school, and Class 4 are now developing their own ballroom dancing skills which they clearly enjoy. Professional coaches support pupils from the youngest to the oldest in the school to hone their football skills and to help them grow as team players.
- Pupils' spiritual, moral, social and cultural development is particularly well promoted.

Opportunities for reflection feature throughout the school day during lessons and assemblies. Pupils have visited local synagogues and mosques as well as Blackburn Cathedral. Pupils have also raised money for a Tanzanian orphanage and hosted a visit, extending the Chatburn welcome to children from the orphanage.

- Safeguarding arrangements meet statutory requirements.
- The local authority provides light touch support for this outstanding school.
- All parents agree that the school is well led and managed.
- **The governance of the school:**
 - has an accurate understanding of the school’s strengths and priorities
 - strives to increase the support and challenge it provides. For example, some governors are now involved in monitoring lessons across school
 - provides strategic direction and secure financial management.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119417
Local authority	Lancashire
Inspection number	403386

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	110
Appropriate authority	The governing body
Chair	Canon Rodney Nicholson
Headteacher	Mr Robert Maude
Date of previous school inspection	10 July 2008
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