

St John's C of E Primary School, Cliviger

Burnley Road, Cliviger, Burnley, Lancashire, BB10 4SU

Inspection dates

18–19 March 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. Pupils progress well and most of them reach the expected level for their age in reading, writing and mathematics by the end of Key Stage 2. In 2013, over half of them reached standards above those expected for their age in reading.
- Children get off to a good start in the Early Years Foundation Stage. They are eager to learn as they explore the exciting range of activities in the classroom and outdoors.
- Teaching is good. Teachers check carefully that pupils understand what they are learning. Teachers praise and encourage pupils and pupils say that 'lessons are fun'.
- Teaching assistants provide valuable support for pupils with different needs so that they can all make good progress.
- Pupils' behaviour is good and they have positive attitudes to learning. They feel safe and well cared for in school. Attendance is consistently above average.
- The curriculum is well planned. The school provides a good range of extra activities, clubs and visits which give pupils experiences outside the classroom.
- Pupils' spiritual, moral, social and cultural development is strong. They have many opportunities to reflect on their feelings and values, and on the world around them.
- The headteacher, who is well supported by the deputy headteacher and governors, provides good leadership. Leaders' determination to do the best for all pupils is shared by an enthusiastic team of staff.
- Leaders carry out rigorous checks on the quality of teaching, ensure that staff receive high-quality training and support, and regularly analyse how well pupils are doing. The quality of teaching and pupils' progress are, therefore, improving quickly.

It is not yet an outstanding school because

- The overall quality of teaching is not outstanding. In some lessons, teachers do not have high enough expectations of what pupils can achieve.
- Fewer pupils reach levels above those expected for their age in mathematics and writing than in reading.

Information about this inspection

- The inspectors observed teaching and learning in 16 lessons, including two observations carried out jointly with the headteacher. The inspectors listened to pupils read and observed the teaching of early reading skills. They observed teaching in small support groups. They also looked at pupils' books and observed pupils at lunchtime and during their break times.
- Inspectors held meetings with pupils, members of the governing body, school leaders and other staff. They held a telephone discussion with a representative from the local authority and spoke to some parents as they brought their children to school.
- The inspectors took account of 30 responses to the Ofsted online questionnaire, (Parent View), as well as the school's own survey of parents' views, telephone calls from parents and 12 questionnaires returned by staff.
- The inspectors looked at a range of documents, including data on pupils' current progress across the school, the school's view of its own effectiveness, and how the school checks on the quality of teaching and learning.
- Inspectors checked the arrangements for safeguarding pupils and looked at records relating to behaviour and attendance.

Inspection team

Christine Potter, Lead inspector

Additional Inspector

Emma Jackson

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for support through the pupil premium is well below the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club each morning.
- Since the last inspection, there have been significant staffing changes, including the appointment of a new headteacher and deputy headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by:
 - ensuring that teachers always use information about what pupils already know, in order to raise expectations of what they can achieve in lessons
 - speeding up the rate at which pupils learn, particularly in the introductions to lessons
 - improving the consistency of teachers' marking so that it always shows pupils precisely how to make their work better.
- Improve achievement in mathematics and writing, particularly for the most able pupils, so that more of them reach levels above those expected for their age by:
 - always giving pupils work in mathematics that is sufficiently challenging and provides them with more opportunities to work things out for themselves
 - making sure that pupils improve their skills with grammar and punctuation and use these to make their writing more varied and interesting.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are broadly typical for their age, although this does vary widely. They are enthusiastic and eager to learn, and make good progress in all areas of learning because of good teaching and the specific support that they receive to meet their different needs. They are well prepared for Year 1 by the time they leave the Reception Year.
- Pupils continue to make good progress. Standards at the end of Key Stage 1 are consistently slightly above the national average. In 2013, the proportion of pupils achieving the levels expected for their age in reading, writing and mathematics at the end of Key Stage 2 was above average. Almost all pupils made the progress expected of them, and school data show that the proportion making better than expected progress is increasing rapidly in all year groups.
- Pupils make good progress in reading from an early stage. Early reading skills are taught well. The proportion of pupils on track to reach the expected standard in the Year 1 screening check of phonics (the linking of letters to sounds) this year is well-above average. Teaching also ensures that pupils understand what they read. Teachers and teaching assistants asked pupils probing questions about the books they were reading in small-group, guided-reading sessions. Older pupils express a real love of reading and enjoy books by a wide range of authors.
- Fewer pupils at the end of Year 6 reach levels above those expected for their age in mathematics and writing than in reading. This is because the most able pupils are not always given work in mathematics lessons that is sufficiently challenging. They do not have enough opportunities to work things out for themselves. They do not develop a wide enough range of skills in writing sentences and using punctuation to make their writing more varied and interesting.
- Pupils make good progress in other subjects, particularly in practical subjects such as science and design technology. Pupils in Year 6 were extremely proud of the 'desk organisers' they have designed and made. Those in Year 5 demonstrated a good understanding of scientific concepts such as 'pitch' and 'volume' as they worked together to make different musical instruments.
- Disabled pupils and those with special educational needs make good progress from their individual starting points. This is because of the well-tailored support that they receive from highly skilled teaching assistants. Small groups of pupils were to be seen in every available space, playing games and participating in activities to improve particular aspects of their learning.
- The very small number of pupils who are eligible for support through the pupil premium make similar good progress to that of their classmates. The use of the funding is carefully planned to meet their individual needs, which can include additional learning support or help with the cost of trips and other activities. This demonstrates the school's commitment to ensuring equality of opportunity.

The quality of teaching is good

- Pupils enjoy their lessons and say they appreciate the time that teachers spend 'organising things'. Teachers praise and encourage them and they are eager to learn and do their best. They say that they 'learn a lot in lessons' and know that they can always ask for extra help if they are stuck.
- Teachers plan their lessons and the resources they use carefully, in order to build up pupils' skills and understanding. Regular questions help pupils to show how well they understand what they are learning. Their questions also give opportunities for pupils to develop and explain their ideas, such as when pupils in a Year 6 mathematics lesson discussed and explained patterns in numbers.
- Teachers use imaginative starting points to enthuse and motivate pupils. For example, pupils in

Year 3 wrote diary entries about the unpleasant and dangerous conditions experienced by Roman soldiers building Hadrian's Wall. Children in the Reception Year were most indignant about the trail of glitter and other damage in the classroom left by a 'wicked witch', which inspired a range of writing and other learning.

- Highly skilled and experienced teaching assistants plan alongside the class teachers and provide valuable support for pupils of different abilities in lessons, so that they can all make good progress. They deliver specialised programmes, such as sign language and speaking and listening skills, which meet the needs of individual pupils well.
- Pupils make the best progress in lessons where teachers have high expectations, and the pace of learning and the challenge provided keep them engrossed at all stages of the lesson. For example, pupils in Year 2 were challenged, not just to describe what a character looked like, but also his personality. Year 5 pupils made rapid progress as they tried out ideas and discovered for themselves how to program a model.
- However, sometimes, expectations of what pupils can achieve are not high enough. Pupils begin by working on tasks that are all at the same level and not enough account is taken of what pupils already know. The pace of learning, especially in the introductions to lessons, is sometimes slow, as pupils have to wait for others to finish a task before moving on to the next step in their learning.
- Teachers mark pupils' work regularly and often. They write positive and helpful comments, which pupils appreciate, but these do not yet consistently show pupils in all classes precisely how to make their work better.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are invariably friendly and welcoming, and greet adults politely. They love to help, such as by holding doors and gates open, and did not need to be asked before tidying chairs in the library after a meeting with the inspectors. Older pupils enjoy helping the children in the Reception Year as they eat their dinner and play outside.
- Pupils show consideration for one another as they move around the school. They negotiate narrow passages and staircases in an orderly manner, and safely and sensibly cross the lane between the two school buildings.
- Pupils have positive attitudes to learning and are eager to do well in lessons. They work hard, both independently and in small groups, and usually concentrate well on the task in hand. However, their attention does sometimes wander and they become restless when the pace of learning slows or work is not sufficiently challenging.
- There are consistent systems in place to manage pupils' behaviour, which pupils feel are fair. They appreciate the rewards and privileges they can earn, both for good individual behaviour, and by taking care of the school, such as the 'clean classroom' and 'lovely loo' certificates.
- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and appreciate the gates and security systems in place. They say how hard the site supervisor works to make sure that they are kept safe. At the end of the school day, pupils are well supervised by staff to ensure their safety on the busy main road outside the school.
- Pupils and parents agree that bullying is extremely rare and any concerns are sorted out quickly. Pupils say that there is absolutely no racism, and they understand the importance of respecting people from all different faiths and backgrounds.
- Pupils have a good understanding of different forms of bullying, and how to keep themselves safe when using the internet. Outside visitors, such as officers from road safety and the fire service, teach pupils how to stay safe in a range of situations. Pupils take an active role in assessing risks before going on school trips.
- The school's well-attended breakfast club provides a relaxed and welcoming start to the school day, with pupils and parents appreciating the healthy food on offer. Pupils' enjoyment of school is reflected in their consistently above average attendance.

The leadership and management are good

- The headteacher provides strong leadership and is ambitious for the school. Since being appointed, she has quickly identified what needs to be done to improve the school further. She is ably supported by the deputy headteacher and the governors, and together they have acted swiftly to secure on-going improvements to the quality of teaching and pupils' achievement. All staff are equally committed to doing the best for the pupils. Staff morale is high.
- There are now good systems in place to check on the quality of teaching. Senior and middle leaders regularly observe lessons, and look at teachers' planning and pupils' work. They provide teachers with a lot of guidance and support to help them improve what they do, and set them clear targets. They make sure that teachers have the opportunity to attend a range of training and to observe and share best practice with one another.
- Pupils' progress is tracked carefully. Teachers know that they are fully accountable for this, and it is reviewed on a termly basis. Senior leaders and the special educational needs coordinator analyse the information thoroughly and make sure that any pupils at risk of falling behind in their learning are identified at an early stage and given any necessary support.
- Most parents are very supportive of the school and feel that communication, particularly via the school's website and regular newsletters, is good. They appreciate how well the school cares for their children. The new 'pupil conferencing' arrangements, where pupils are involved in discussing how well they are doing and setting their targets, is providing more detailed and timely information for parents about their children's progress.
- The curriculum is well planned. There is an appropriate focus on developing pupils' skills in literacy and numeracy, but other subjects are not neglected, so that pupils acquire the skills that they need for their future learning.
- Pupils' spiritual, moral, social and cultural development is good. Pupils take part in a range of extra activities and visits, including sports, theatre visits and a residential experience where they can try out different outdoor activities. They have good opportunities to discuss moral values, such as trust and respect for others, and to reflect on their experiences.
- The school makes good use of the primary school sport funding. Pupils now have more opportunities to take part in local competitions, including those for pupils with special educational needs and for disabled pupils. Pupils are enthusiastic about the wider range of sports activities the school is now able to provide, such as taekwondo and cheerleading. Some of the funding is being used to train older pupils as a 'sports crew', to help more pupils join in with active games at break times.
- The local authority provides good support for the school, which has helped to drive improvements since the last inspection.
- **The governance of the school:**
 - Members of the governing body are determined that the school will continue to improve. They are proud of the school's role within the community, and of the 'team spirit' which exists in school. Nevertheless, they are not afraid to ask difficult questions if they feel pupils are not doing well enough. They are well informed about pupils' achievement and the quality of teaching because they have regular meetings with senior and subject leaders. They are frequent visitors to the school and say that they learn a lot through taking part alongside staff in appropriate training, such as in learning how to work out the levels pupils are working at in their writing. They are well informed about the outcomes of teachers' appraisal and make sure that decisions relating to pay progression are linked to this.
 - Governors have a firm grasp on finances and check that money is used well to support pupils' learning and keep them safe. They are very concerned to make sure that the small amount of pupil premium funding is spent wisely to meet the individual needs of eligible pupils and ensure that they do as well as others. They are fully committed to making sure that everyone is treated equally and fairly, and are adamant that discrimination of any kind will not be tolerated. They understand their statutory responsibilities and make sure that safeguarding arrangements meet requirements.

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	119432
Local authority	Lancashire
Inspection number	439588

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	192
Appropriate authority	The governing body
Chair	Steve Aggett
Headteacher	Naomi Healey
Date of previous school inspection	13 February 2009
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