

Inspection of Chatburn Church of England Primary School

Sawley Road, Chatburn, Clitheroe, Lancashire BB7 4AS

Inspection dates:	15 and 16 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils, including children in the early years, are proud to belong to this warm and welcoming school. They have trusting relationships with staff and know that staff will help them if they have any worries. Pupils behave well in lessons and play happily together at social times. They enjoy supporting each other through their roles as 'well-being warriors' and play leaders. Pupils relish the opportunities that they have to read stories to younger children and to help them at mealtimes. They endeavour to live up to the school's vision for them to 'be calm, work hard and be kind'.

The school wants the very best for all pupils, including those with special educational needs and/or disabilities (SEND). In recent years, the school has developed and refined its curriculum. Pupils achieve well across a range of subjects.

The school provides pupils with many opportunities to contribute to and become positive members of their community. Pupils play an active role in the development of the school's sensory and wildlife garden. They help to plant saplings with the aim of creating a micro forest. Pupils enjoy attending the school's increasing range of extra-curricular activities, including sports, cookery and science clubs.

What does the school do well and what does it need to do better?

Pupils access a broad curriculum which supports them to achieve well across all subjects. The school has considered the different needs of pupils within the mixed-age classes. This ensures that new learning consistently builds on what pupils have learned before.

In the main, the curriculum is delivered well by staff. They explain new learning clearly and use resources to support pupils' understanding. However, at times, the activities that pupils complete do not support them effectively to apply their new knowledge. This means that, for some pupils, their learning does not build securely and they struggle to remember key knowledge in the longer term.

The school uses a range of strategies to check on how well pupils are learning. However, in a small number of subjects, systems to check for understanding are still being refined. In these subjects, current checks on pupils' learning are not as precise as they could be in identifying small gaps or misconceptions. This hinders the school from being able to accurately check that pupils have a secure foundation on which to build subsequent learning.

The school ensures that the needs of pupils with SEND are identified swiftly and met consistently from the moment that pupils join the school. The school liaises with parents and carers and acts on the advice of external specialists. This ensures that pupils with SEND receive tailored support that enables them to access the curriculum and to achieve well.

The school's vision for pupils to develop a love of reading is lived out through all aspects of its work. Pupils have access to a rich collection of books in their classrooms and in the

'reading shed' outside. Pupils spoke about discovering new authors and finding books linked to their learning during their many visits to the library. The school's phonics programme supports pupils well to learn the knowledge and skills that they need to be able to read. The school ensures that any pupils who find reading difficult receive effective support to keep up with the phonics programme. As a result, pupils, including those with SEND, quickly become fluent readers.

The school has high expectations for pupils' attendance. It takes effective action when a pupil's attendance becomes a concern. As a result, most pupils attend well. Pupils enjoy their lessons and are eager to share their ideas. They take pride in their work. Children in the early years are keen to learn. For example, they enjoyed observing what would happen as they mixed different herbs in water. Pupils have positive attitudes to learning.

The school supports pupils' wider development well. Pupils regularly take part in sports including football and cross country. They spoke with pride about their achievements in recent sports competitions. Pupils enjoy participating in drama and music performances in local theatres. The school ensures that pupils learn about the importance of equality, respect and tolerance. Pupils are clear that everyone is welcome at their school. The school makes links with other schools to broaden pupils' understanding of diversity.

Governors meet their statutory obligations. They provide effective challenge and support to the school. The school provides staff with training to ensure that they have the knowledge and expertise to carry out their roles well. Staff's workload and well-being are considered when making changes to the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, activity choices in lessons do not support pupils to deepen their understanding of the knowledge that they are learning. This means that some pupils do not build their knowledge securely and struggle to remember the curriculum in the long term. The school should ensure that activities enable pupils to develop a secure body of knowledge over time.
- In a small number of subjects, the school's assessment systems are not as effective as they could be in accurately identifying gaps in pupils' knowledge. This makes it difficult for the school to check that pupils' learning is building securely. The school should ensure that assessment strategies enable staff to have an accurate picture of how well pupils have learned the intended curriculum, so that gaps in knowledge can be promptly identified and addressed.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119418
Local authority	Lancashire
Inspection number	10314008
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	128
Appropriate authority	The governing body
Chair of governing body	David Thornber
Headteacher	Emma Gardiner
Website	www.chatburn.lancsngfl.ac.uk
Dates of previous inspection	9 and 10 October 2012, under section 5 of the Education Act 2005'

Information about this school

- The school is a voluntary-aided Church of England primary school and is part of the Diocese of Blackburn. It was last inspected under section 48 of the Education Act 2005 in 2017. The school's next section 48 inspection will be within eight school years.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders, governors and a range of staff at the school. The lead inspector spoke with representatives from the local authority and the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector listened to some pupils in Years 1 to 3 read to a known adult.
- Inspectors observed pupils at breaktime, lunchtime and when moving around the school.
- Inspectors spoke with parents and considered the responses to Ofsted Parent View, including the free-text comments. Inspectors spoke with pupils and staff to gather their views. Inspectors also considered the responses to Ofsted's online surveys for staff and for pupils.
- Inspectors reviewed a range of documents, including those related to the governance of the school.

Inspection team

Liz Dayton, lead inspector

His Majesty's Inspector

Rachael Alarcon

Ofsted Inspector

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