



Gisburn Primary School

Inspection Report

Unique Reference Number 119270
LEA Lancashire
Inspection number 280509
Inspection dates 3 May 2006 to 4 May 2006
Reporting inspector Mr Dave Byrne

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

Type of school	Primary	School address	Burnley Road
School category	Community		Gisburn
Age range of pupils	4 to 11		Clitheroe, Lancashire BB7 4ET
Gender of pupils	Mixed	Telephone number	01200 445406
Number on roll	118	Fax number	01200 415981
Appropriate authority	The governing body	Chair of governors	Mrs Jane Wilson
Date of previous inspection	1 January 2000	Headteacher	Mr Andrew Symonds

Age group 4 to 11	Inspection dates 3 May 2006 - 4 May 2006	Inspection number 280509
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Introduction

The inspection was carried out by one Additional Inspector for two days.

Description of the school

This is a small school in a rural location. Many pupils travel long distances to attend. Attainment on entry varies from year to year but is broadly average. The proportion of pupils eligible for free school meals is below average, as is the proportion identified as having learning and behavioural difficulties. Mobility is above average, with many pupils joining the school in Key Stage 2.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. This judgement matches the school's own view of its effectiveness. It is popular with parents because of its high standards, effective teaching and very good management and leadership by the headteacher. The school is at the heart of the local community and works closely with it. Pupils thrive in a caring, safe and secure environment which results in outstanding behaviour and excellent attitudes to work. Good teaching results in pupils loving to learn and do well, both academically and personally. From a broadly average starting point, children make good progress in Reception and reach their expected goals because of effective provision. They continue to achieve well throughout the school. An inspiring curriculum contributes to high standards in English, mathematics, science and information and communication technology (ICT). Standards are also good in art and design, music, sport and aspects of the performing arts. Across the school, pupils very capably take responsibility for many aspects of school life. They are not, however, involved enough in their own assessment and this limits the progress of the very highest attainers. Pupils have a very good understanding of their local culture and some other faiths, but their knowledge and understanding of the richness and diversity of other cultures is relatively weak. There is a strong staff team that is always striving to do the best for the pupils, and there is good governance. The school has made good progress over time and accurately identifies what it needs to do to get even better. The school is well placed to continue to improve and gives good value for money.

not applicable

What the school should do to improve further

- Implement a whole school strategy for involving all pupils in assessing their own learning.
- Improve pupils' knowledge and understanding of the richness and diversity of other cultures.

Achievement and standards

Grade: 2

Standards are high and achievement is good. From a broadly average starting point in Reception, the vast majority of children reach their expected goals by the start of Year 1. They make good progress, particularly in developing early reading, writing and mathematics skills; progress in creative development is satisfactory. Between Years 1 and 6, the good progress continues and challenging targets are usually reached in the national tests. In 2005, the pupils' performance was high in both Years 2 and 6. High standards have been achieved every year since 2001. Inspection evidence confirms that standards are well above average across the school in reading, writing, mathematics and science, although the most able pupils are capable of achieving even more. The quality of writing and presentation of work are particularly impressive and pupils become very articulate speakers and attentive listeners. Pupils are very confident users

of ICT. Standards in ICT have improved significantly since the last inspection and are above average. Pupils also achieve well in musical performance, aspects of the performing arts and in art and design. Recent improvements in the curriculum have resulted in pupils enjoying considerable success in sport. Pupils with learning and behavioural difficulties progress well, and achieve the targets in their individual education plans.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Very good spiritual, moral, and social development contributes to outstanding behaviour, attitudes and relationships. The pupils' love of learning is reflected in above average attendance and enormous enthusiasm during lessons. Pupils become confident and mature individuals. They have very good social skills and willingly accept a diverse range of responsibilities. Pupils' views are valued. Their involvement in improving the quality of playground resources exemplifies this. Pupils say that they feel safe and that bullying and racism are non-existent. They enjoy exercise and are bursting with enthusiasm to participate in the wide range of sports provided by the school. There is a good awareness of how to eat healthily and keep safe. The pupils' contribution to the local community is outstanding. Their awareness of others less fortunate than themselves is shown in their efforts to raise funds for many causes. Pupils have a very good understanding of their own culture, but their knowledge and understanding of the richness and diversity of Britain's multi-cultural society is relatively weak. Outstanding personal skills, high achievement and good strategies for developing an appreciation of money provide pupils with a very good preparation for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with some outstanding features. Astute management gets the best from the teaching team so that the needs of all pupils and the demands of the curriculum are effectively met. Throughout the school, teachers are very good role models for pupils. Excellent relationships exist between teachers and pupils. This results in pupils being very conscientious and loving to learn. High expectations are set at all times. Teachers usually plan well to provide lively and interesting lessons that capture pupils' imaginations. In the Reception class, children get a good start to their education. As a result of caring teaching, children have a good grounding in early reading, writing and mathematics. In Key Stages 1 and 2, teachers successfully build on these skills by providing many opportunities to apply their good skills to new situations. ICT is used well to contribute to pupils' learning by adding excitement and interest to lessons. The contribution of teaching assistants to learning is very good and vital in the support given to all pupils, particularly those with learning and

behavioural difficulties. Assessment is generally used well to guide teachers' planning, but the involvement of pupils in their own assessment varies from class to class, and this limits the progress made by the most able pupils.

Curriculum and other activities

Grade: 2

A good curriculum inspires pupils to learn. It is significantly enhanced by a very good range of extra-curricular activities. In the Foundation Stage, children receive a good programme of learning with strengths in developing early reading, writing and mathematical skills. In Key Stages 1 and 2, a good emphasis is placed on English, mathematics, science and ICT. Subjects are often linked together so that pupils can apply different skills to new situations. Good provision for music, art and design, the performing arts and physical education is reflected in good standards. The needs of pupils with learning and behavioural difficulties are well provided for, and effective and developing provision is made for more able pupils. A successful programme for personal, social and health education and citizenship results in pupils developing a very good understanding of issues related to health, safety, relationships and a good awareness of drugs education.

Care, guidance and support

Grade: 2

The care, guidance and support pupils receive are very good. Exceptionally warm and caring relationships pervade the school. Good procedures for child protection and for removing unnecessary risk provide pupils with a safe place for learning. Parents praise the standard of care provided for their children. The vast majority feel that they are kept well informed about their children's progress, but a significant minority would like more guidance about how to help their children at home. Pupils speak very positively of the encouragement they receive in lessons and the reassurance they get in times of personal difficulty or unhappiness. The school does well to give pupils a taste for healthy eating and experience of the benefits of regular exercise. Good support for those with learning and behavioural difficulties ensures that these pupils are fully involved in all aspects of school life. Support for the more able is good overall.

Leadership and management

Grade: 2

This is a very well led and managed school in which everyone is valued. The headteacher has a very clear educational vision. Together with a very strong staff team, pupils are successfully encouraged to do well in terms of both their academic and personal development. The diverse range of responsibilities, necessary in a successful school, are shared between staff who work as a close team. Effective school improvement planning includes analysing assessment data and the views of pupils, parents, governors and the local community. As a result, the school has a clear view of itself and an ambitious agenda for improving the quality of education even further. Resources are

thoughtfully used to benefit pupils. Wise decisions are made with regards to the deployment of staff, the creation of better accommodation and the school's involvement with parents and the community. Governors are a vital part of the school's success. They fulfil all statutory requirements. Money is very carefully managed and spending is closely monitored to make sure that the school gets the best possible value from its budget. The school has improved well since the last inspection and has a good capacity to continue to do so.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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The Children and Pupils

Gisburn Primary School

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Lancashire

BB7 4ET

5 May 2006

Dear Children and Pupils

It was a privilege to spend two days with you in your school. I was very impressed by your behaviour and the way that you care for others. In lessons, you work very hard and have tremendous pride in your work. Your presentation of work is very good indeed. You really enjoy learning and have a great enthusiasm for school life.

You are fortunate to have such a caring and hardworking staff. Even though there are times when you would like an easier life, the way that teachers ask a lot of you means that you do well in lessons. You do very well in English, mathematics, science and ICT. In these subjects, your standards are much better than average. You also have good skills in art, music, performing arts and you have good attitudes to sport. Even though not all of you can win, you seem to enjoy taking part and that is the most important thing!

There are two things that I have asked the school to think about making better. Firstly, I am sure that most of you would benefit from being more closely involved in assessing how well you are doing. If this happened, some of you would work even harder to do even better! I have also asked the school to find ways of extending your knowledge and understanding of the variety of cultures that enrich our lives.

I wish you all luck for the future. I hope you continue to treat others with politeness and respect, and enjoy school life.

Best wishes

David Byrne

(School Inspector)