



# St John's CofE Primary School, Cliviger

Inspection Report

**Unique Reference Number** 119432  
**LEA** Lancashire  
**Inspection number** 280556  
**Inspection dates** 16 May 2006 to 17 May 2006  
**Reporting inspector** Mr Gordon Alston

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

<b>Type of school</b>	Primary	<b>School address</b>	Burnley Road
<b>School category</b>	Voluntary aided		Cliviger
<b>Age range of pupils</b>	4 to 11		Burnley, Lancashire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01282 421395
<b>Number on roll</b>	182	<b>Fax number</b>	01282 426882
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Joan Lamb
<b>Date of previous inspection</b>	1 September 1999	<b>Headteacher</b>	Mr Lee Wyatt

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 16 May 2006 - 17 May 2006	<b>Inspection number</b> 280556
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This village school serves a rural area on the edge of Burnley with little social or economic deprivation. It is a popular school, often over subscribed, and many pupils travel long distances in order to attend. Overall, attainment when children enter the school is average, but the range of abilities is wide. All pupils are from white British backgrounds. A small percentage of pupils are entitled to a free school meal. The proportion with learning difficulties and/or disabilities is about average. The school is at present undergoing extensive building work.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Inspectors agree with the school's evaluation that it is a good school, which gives good value for money. Parents and pupils agree. One parent wrote, 'The school has helped to enforce our own strong Christian and family beliefs. The end result being lovely mannered, well-balanced, Christian, family orientated pupils. Thanks for helping us achieve this.' The Foundation Stage (Reception) promotes good progress and gives children a good basis of skills and interest in learning. However, the lack of outdoor facilities restricts their opportunities for creative and physical development. Teaching and learning are good. As a result, standards are above average by the end of Year 2, well above average by Year 6, and pupils have progressed well. Achievement is good. Pupils behave well and thoroughly enjoy their time in school. Their personal development is good. The curriculum is well planned and effectively broadens pupils' experiences. All pupils benefit equally from what the school offers. The school is just beginning to provide more opportunities for pupils to have their say in school matters and to discuss how well they are doing. The school's commitment and performance in caring for all pupils are strong. Good links with outside agencies support this caring ethos. Leadership and management are good. Staff work very well as a team and the combined effort of all is central to the school's great success. The school knows itself well and has continued to develop since the last inspection. It is well placed to improve further. Governors are very supportive and maintain a good knowledge of the school.

### What the school should do to improve further

- Extend and refine current initiatives that aim to give pupils opportunities:
- to become more aware of how well they are doing in their learning and how they can do even better
- to put forward their ideas and have their say in the decision-making processes in the school.
- Provide an adequate outdoor learning environment for the Foundation Stage.

## Achievement and standards

### Grade: 2

Pupils achieve well. Children progress well in the Foundation Stage because teaching is good. By the end of Reception, children reach standards expected for their age in key skills and develop a keen interest in learning. Pupils make further good progress in Years 1 and 2 and standards are above average by the end of Year 2. Through Years 3 to 6, the good progress continues and standards are well above average by the end of Year 6. In national tests, challenging targets are met, but results are lower in writing and not as strong for boys. The school is acutely aware of this and strategies for improvement are effective. Trends over time show a gradually improving picture with generally above average results in writing and for boys generally.

The school sets challenging group targets for what pupils are expected to achieve in English and mathematics. However, this process is new and pupils are not always sufficiently aware of how to use these targets to improve their work.

No group of pupils is significantly underachieving. The more able pupils are sufficiently challenged. The pupils with learning difficulties and/or disabilities make good progress because they receive good support from a conscientious, caring team of teaching assistants.

## **Personal development and well-being**

### **Grade: 2**

Despite disruptions caused by a major building project, pupils are keen to learn, attentive to their teachers and proud of their school. They keep themselves safe, behave very sensibly, are pleasantly polite and understand how to make healthy choices in their lives. One parent typically commented, 'My child has changed from a shy, nervous child into a confident, intelligent child because of this school'. Pupils say that any incidents of bullying are dealt with quickly. The school has recently involved pupils in setting up a school council. Whilst this is at an early stage, pupils are beginning to put forward their ideas and have their say in the decision-making processes in the school. Older pupils enjoy having responsibility as 'Playground Pals'. Pupils' spiritual, moral, social and cultural development are good overall. Pupils know that rules are necessary and understand them because they are discussed openly. Pupils know and like the systems for improving behaviour and try very hard to get their 'care card'. Through money-raising activities for local and national charities, pupils recognise that they are better off than many in the world. They are developing awareness that everyone is equal regardless of their background. Pupils enjoy coming to school, and the above average attendance figures reflect this. The good academic standards that pupils achieve prepare them well for life after they leave school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. It is to the school's credit that it maintains this quality throughout, so that all pupils learn well at every stage. All members of staff work extremely hard to ensure that they provide well-organised classrooms with clearly established routines. Teachers' careful explanations and instructions allow learning to proceed with good pace. Their very good relationships with pupils ensure that pupils of all backgrounds or abilities are confident to 'do their best'. Key features of the good teaching include very good use of questioning, with individual pupils targeted with questions that develop their learning. Occasionally in less successful lessons, opportunities are missed for pupils to discuss and explore their ideas with a partner or in a group. In the Foundation Stage, children are given a good range of activities and are taught well. Throughout the school, teachers use the school's assessment

systems to ensure that tasks are well matched to pupils' needs. They also mark work regularly, but do not consistently refer to targets or indicate how pupils can improve their work. Good systems enable teachers to identify and support pupils with learning difficulties and/or disabilities. Conscientious teaching assistants make a positive contribution by supporting individuals and groups well, and ensure that they make good progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum fully meets statutory requirements and the needs and interests of learners. The curriculum for Reception children has very well planned activities that make very good use of inside areas. However, the lack of an outside area where learning can take place limits the range of pupils' experiences and progress. Good provision for pupils with learning difficulties and/or disabilities allows these pupils to be fully included in what is taught. Gifted and talented pupils have their needs met well. The curriculum places an effective emphasis on basic literacy and numeracy skills. However, other subjects are not neglected and pupils make good use of their writing and mathematical skills to support their wider learning. Information and communication technology resources are plentiful and used well. Pupils are eager and happy learners because their personal and learning needs are well met. They have good opportunities to learn how to live safe and healthy lifestyles. Their learning is enriched by events such as an Indian Culture Week and visits out of school, including residential visits. The range of after-school clubs is limited at present because of the major building work now taking place.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Procedures for child protection and all risk assessments are robust and well understood. Pupils know whom to turn to with problems or concerns. As a result, strong relationships develop and pupils feel very safe and secure. The strong partnerships between teachers, support staff, parents and outside agencies make an effective contribution to pupils' good achievement and personal development. The school is beginning to track and guide these academic and personal achievements successfully as pupils move through the school. Pupils feel well supported and motivated in their learning but do not always know what they need to do next to improve. However, they say they are thrilled when their achievements are recognised and appreciate any guidance given on how they can do better. Parents are pleased with their children's progress and most support learning at home. The early identification of pupils with additional needs ensures that they receive good support. The strong induction procedures help children settle quickly and well into school routines.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The school's evaluation of its work is rigorous. Key areas for improvement are identified accurately and realistically, such as writing and boys' achievement. The school is looking to introduce procedures to involve parents and pupils further in this process, although when their views are sought they are valued and acted upon. Staff make a strong contribution through their work as subject coordinators. Each submits a clear action plan to the well-focused school improvement document. At the hub of this work are the experienced headteacher and deputy headteacher and their clear vision for the school. They have managed the extensive building programme well to ensure that pupils' learning has not been affected. A shared sense of purpose exists among all staff. The entire staff make a strong commitment to raising standards, improving provision for all pupils and to supporting the local community. This contributes strongly to the school's good capacity to improve. The school gets good support from the governing body. Governors are passionate about their school and are developing well in their role as a good 'critical friend'. Financial management is effective and prudent. The school has good practices to ensure that it secures best value for money.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	3	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

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

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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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To the pupils of:

St John's C E Primary School

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16 May 2006

Dear Pupils

I am writing this letter after thinking about the two enjoyable days we spent in your school. We came to see how good your school is, and you had just as important a role in this as your teachers had. You did not let the school down in any way. Your friendliness, good behaviour and the way you get on with one another are a credit to you all. These qualities helped us to judge just how good your school is in helping you to grow and learn.

So, what did we think after these two days? I know your teachers were a little worried about inspectors coming, but our report should help them feel good about all the hard work they do. I always ask pupils their views of the school and one girl replied, 'Lessons are fun and everyone is happy'. She was right; your school is a good, caring school. You have a good team of adults led by a hard-working headteacher and everyone wants you to do as well as you can. Your teachers make learning interesting and make sure you work hard, so that you make good progress in lessons. They also arrange lots of visits for you to go on and visitors to talk to you. We were pleased to see how hard you work, but equally important is how well everyone gets on. We saw lots of pupils who have responsibilities and jobs to do, and who do them well.

I am sure your teachers say to you sometimes, 'This is good but it could be better if...'. Well, this is what we are saying to your school. We have asked your teachers to provide good outdoor facilities to help children in Reception learn better. We also want your school to continue to develop the work of the school council so that you have a say in what you feel is important in your school. I know you like to have challenging targets to work towards and to be told how you can do better in your work. We have asked your teachers to make sure this happens by setting you individual targets and regularly talking with you about how well you are doing towards reaching them.

The inspection team wishes you well and good luck for the future.

Gordon Alston

Lead inspector