



Gisburn Road Community Primary School

Inspection Report

Unique Reference Number 119265
Local Authority Lancashire
Inspection number 291368
Inspection dates 12–13 December 2006
Reporting inspector Keith Bardon

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

Type of school	Primary	School address	Gisburn Road
School category	Community		Barnoldswick, Lancashire
Age range of pupils	3–11		BB18 5JX
Gender of pupils	Mixed	Telephone number	01282 812287
Number on roll (school)	321	Fax number	01282 851169
Appropriate authority	The governing body	Chair	Mr Rob Mitchell
		Headteacher	Mrs June Banks
Date of previous school inspection	1 May 2002		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average primary serves a disadvantaged area in a small town. Approximately one in eight pupils are from minority ethnic backgrounds, predominantly Pakistani. With very few exceptions all pupils are fluent in English. The proportion of pupils with learning difficulties and disabilities is above average. The number of pupils who join or leave the school part way through their primary education is higher than normal. The attainment of children when they first join the school is lower than that often found at this age and many have weak language and social skills. There is after school care and additional Nursery provision on site, which is managed and run by a private organisation.

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 working in challenging circumstances. From a low starting point pupils achieve well and often reach standards that are similar to the national average. The headteacher and senior staff use their detailed knowledge of the pupils to provide a good programme of learning, which responds to their individual needs and encourages them to learn. Their determination that pupils can and will succeed sets the tone for the school. The inspection took place at the same time as the school's Christmas concerts and brought a great deal of pleasure to all who participated or watched. This is typical of the pupils' strong contribution to community spirit and one of the school's many positive characteristics.

Good teaching, curriculum and care in the Foundation Stage (Nursery and Reception) promote good progress. Nevertheless, many children are still some way short of achieving the nationally expected goals for their age by the end of Reception. Good teaching in Key Stages 1 and 2 results in pupils learning well and making good progress. This is particularly creditable given the considerable movement of pupils to and from the school and the large proportion who have to overcome learning difficulties and disabilities. Standards have improved since the last inspection, particularly in English. By Year 6, many pupils are writing to the standard expected and reading competently. Most pupils make satisfactory progress in mathematics but standards are not yet high enough. Many pupils lack confidence with numbers and have difficulty solving mathematical problems.

Pupils' personal development is good. Pupils are happy at school and attend regularly. The majority behave very well and are friendly and helpful to others. A minority have problems meeting the school's high expectations and benefit from regular help with their behaviour and concentration. The school provides pupils with a good quality of care and keeps them safe and secure. All pupils are included fully in the life of the school and the regular praise they receive for their efforts raises their self esteem. Pupils are set clear targets, which provide a focus for their learning and help them to appreciate the progress they are making. Parents hold positive views of the school. Some parents try hard to promote their children's learning at home but, despite regular encouragement from school, others do not help their children enough and this slows their progress.

The school is led and managed well and has a strong and positive ethos. Staff work closely as a team and the school runs smoothly. Systems for checking the school's performance are effective and provide senior staff and governors with a clear and accurate picture of what is going well and which areas are in need of further development. Information from a wide range of sources, including rigorous data analysis is used well to determine the school's priorities and to take it forward. The school's capacity for further improvement is good. Finances are managed efficiently and the school provides good value for money.

What the school should do to improve further

- Raise standards in mathematics, particularly pupils' ability to solve problems confidently and accurately.
- Maintain the drive to involve parents fully in their children's learning.

Achievement and standards

Grade: 2

Pupils' achievement is good. Standards are broadly average. Although children make good progress in the Foundation Stage their attainment is below expectations for their age at the end of Reception, particularly in their language, mathematical and social development. They continue to make good progress as they move through Key Stages 1 and 2 and by the end of Year 6 standards are around the national average. Pupils achieve well in English, particularly in writing, and the school's efforts to raise standards have brought about a marked improvement in national tests results. Achievement in mathematics is satisfactory but standards are below average and have not made the same improvement as those in English and science. Pupils from minority ethnic backgrounds maintain a similar rate of progress to that of other pupils and achieve well. Pupils with learning difficulties and disabilities receive well planned support and make good progress. The attainment of boys and girls fluctuates widely depending on the nature of the year group and neither of the sexes consistently outperforms the other.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Children start Nursery with social skills that are well below expected levels for their age. Foundation Stage children are well behaved and eager to learn. They enjoy learning and are encouraged to develop independence. When moving between school buildings they are aware of the importance of staying safe. As they progress through the school, pupils make good progress in developing the social and academic skills that will help them grow into mature young people, learning to share and care for each other. They enjoy coming to school and are most appreciative of the opportunities provided by their teachers. Attendance is good and above average. Pupils are successfully learning about living healthily and keeping safe. Behaviour is good and pupils know that if there is any bullying it will be dealt with promptly. A minority of pupils need regular support to help them to behave well all of the time. Pupils develop a good understanding of children who are different from themselves through various subjects and by learning about and celebrating a range of faiths. Through the Pupils' Voice school council pupils enjoy making sensible decisions on a range of matters for example, improving facilities and developing the playground.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Pupils' respond well to the pace and challenge that characterise most lessons. Planning is thorough and well judged learning objectives provide lessons with a clear focus. Activities are adapted to take account of the different needs and learning styles of all children. Teachers, their assistants and specialist teachers liaise closely to make sure the needs of all pupils are met. This is particularly the case for pupils with learning difficulties and disabilities who make good progress as a result. Lessons are organised carefully and pupils' behaviour is managed well. Any pupils who misbehave are given immediate reminders of what is expected and lessons generally progress smoothly. On a few occasions teachers spend too long talking to the class leaving insufficient time for pupils to do things for themselves and practice what they have been taught. Teaching and learning are good in the Foundation Stage. Teachers and their assistants work together well to provide children with a wide range of interesting activities matched well to their age. Throughout the school, teachers use a wide range of assessment procedures very effectively to monitor pupils' progress, plan future work and set targets both for groups of pupils and individuals.

Curriculum and other activities

Grade: 2

The curriculum covers all the required subjects in ways that are suitable for all age groups, including those with learning difficulties and disabilities and pupils from minority ethnic backgrounds. The good curriculum has been influential in:

- raising standards, although it has had less effect in mathematics than in other subjects
- promoting pupils' good personal development.

Pupils have good opportunities to develop basic skills across other subjects. Provision in the Foundation Stage is good and covers the different areas of learning well.

Regular visits, visitors to school and special events widen pupils' interests and experiences. Pupils learn French which makes an enjoyable addition to the curriculum. The pleasure pupils get from the wide range of extra curricular activities is clearly evident in the nationally published photograph of a colourful collage made by the sewing club. Close association with other schools and organisations enhances successfully the opportunities available to the pupils, particularly for sport. Community links are strengthened through participation in environmental projects and community arts competitions.

Care, guidance and support

Grade: 2

Pupils are provided with good quality care, support and guidance. They say that they feel safe and secure in school and know there is always an adult to turn to with any

worries or concerns. This is because there is a caring ethos, safe environment and good relationships throughout the school. Procedures for safeguarding pupils are in place and a careful watch is kept on all pupils. Pupils with a wide range of specific extra needs are well supported by skilled staff and outside agencies. This ensures that they are fully included in all that the school has to offer and achieve well. The support and guidance pupils receive for their academic development is good. Lesson objectives are shared and discussed and pupils understand what they are aiming at to be successful. Pupils are set clear targets to help them improve and to recognise the gains they are making. The school shares these targets and other information with parents, but too few make full use of them to help their children to learn at home.

Leadership and management

Grade: 2

The school is led with purpose and direction by the experienced headteacher, who, with the support of the deputy headteacher and senior staff moves the school forward systematically towards its well defined objectives. The many challenges the school faces, which could act as a barrier to learning, are met head on and tackled with determination, for example the frequent movement of pupils in and out of the school. Many of these challenges are deep rooted and require constant vigilance but the introduction of new ideas and strategies keeps development fresh and alive. The school has made good improvement since it was last inspected because procedures for checking the school's performance are effective and provide accurate information. Data about pupils' achievement and progress are analysed thoroughly and realistic conclusions drawn. As a result, standards have risen due to well managed development, particularly in English. There has not been the same improvement in mathematics because development has been less successful. In the past, this work has been the domain of the headteacher, but other staff have increasingly taken ownership of the information and use it to hone their own practice. Governance is good because governors:

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Gisburn Road Community Primary School

Gisburn Road

Barnoldswick

Lancashire

BB18 5JX

12 December 2006

Dear Pupils

Thank you very much for the very friendly greeting you gave us when we visited your school recently. Lots of you smiled and chatted to us, which made us feel comfortable and welcome. Although we were with you for only two days, we thoroughly enjoyed finding out about the work you do, and a special thanks to those who talked with us about the school. Gisburn Road is a good school and we can see why you enjoy it so much.

There were lots of things we liked about the school. It is clear that you are happy at school and that everyone gets on well. You make good progress because teachers make learning interesting and you try hard in class. When we were in lessons and around school your behaviour was good and you were polite to your teachers and to other adults. Adults look after you well and it is good that you feel safe and that you can get help if you need it. We were quite envious of the many visits you go on and clubs and after school activities you can choose from. It was nice to be in school at this time of year and to see how much you enjoyed participating in the Christmas concerts that gave so much pleasure to others. We think that you are growing into sensible and responsible young people and were impressed with the contribution the Pupils' Voice makes to school.

We also looked at what the school might do next to get even better. These are the things we suggested.

- Help you to make faster progress in mathematics and to learn more about how to solve problems. You can play your part by trying to work things out for yourselves, not being afraid to experiment with numbers, learning your multiplication tables and other number facts and always completing your homework on time.
- Persuade more of your parents to help you learn at home.

Thank you once again for a very enjoyable two days and I wish you lots of luck in the future.

Yours sincerely

Keith Bardon

Lead inspector