

# Crawshawbooth Primary School

## Inspection report

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<b>Unique Reference Number</b>	119313
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313253
<b>Inspection dates</b>	15–16 November 2007
<b>Reporting inspector</b>	Eric Jackson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	313
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Dion Etheridge (Acting Chair)
<b>Headteacher</b>	Mr Paul Gabriel
<b>Date of previous school inspection</b>	1 November 2003
<b>School address</b>	Burnley Road Crawshawbooth Rossendale Lancashire BB4 8AN
<b>Telephone number</b>	01706 228664
<b>Fax number</b>	01706 227339

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average school serving a diverse area. Almost all the pupils are White British, with a very small percentage from a minority ethnic heritage. A below average percentage of pupils is eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is below average, although the proportion with a statement of their need is broadly average.

## 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. Good improvements have been made since the last inspection, particularly to the accommodation and grounds, and the school is well-placed to continue this improvement. Parents comment that, 'My child is happy, and feels valued and cared for,' and 'The school has a friendly, caring and forward-thinking attitude.'

Pupils' personal development and well-being are good. There are outstanding aspects in spiritual development, the adoption of healthy living practices, and how well pupils contribute to the school and wider community. They behave well in lessons and on the playground, and show real enthusiasm in lessons and the many activities before and after school, such as fencing and choir practice. Attendance is above average and pupils are well prepared for the next stage of their learning.

The headteacher and staff have an accurate view of the school's performance. They work well with governors and parents to provide a good standard of education so that pupils achieve well. Standards are above average overall by the end of Year 6, and pupils' achievement is good. Challenging targets are set and often exceeded. The 2007 results for Year 6 national tests in science and mathematics were significantly above national averages. Results in writing were average and have dipped compared with previous years. School data suggest that current Year 6 pupils are on track to maintain above average standards overall.

Children make a good start in Reception and continue this good progress in Years 1 and 2. Pupils reach above average standards overall by the end of Year 2. More pupils reach the higher levels in science than in writing, reading and mathematics. Teaching is good across the school, leading to successful learning. The school's excellent partnerships with parents, other schools and initial teaching training institutions support pupils' progress well. Support for children with learning difficulties and/or disabilities is good, and support staff provide well focused and specifically targeted extra help to ensure their good progress. Occasionally, the pace of lessons is too slow, pupils have little chance to decide what to do for themselves, and potential higher attainers are not sufficiently challenged.

The curriculum is good with new initiatives to link learning across subjects. These are at an early stage, but promising developments in the use of drama are already successful. Pupils and their parents almost all say that they are very pleased with the excellent variety of learning and out-of-school activities provided. Care is outstanding, and support and guidance are good. Required child protection and safeguarding procedures are in place. Pupils feel safe, and feel that there is always support available when they need it. The Year 6 buddy system for Reception children is particularly successful. Academic support and guidance are effective. A new system to involve pupils more in assessing their own and each other's work and the process of setting targets so that they know what to do to improve, is not yet implemented in all classes.

The headteacher, ably supported by his enthusiastic deputy and other senior leaders, sets very clear direction for the school's continued success. The whole staff team work well together to ensure that all pupils are fully included in all the opportunities provided.

## Effectiveness of the Foundation Stage

### Grade: 2

The provision for the Foundation Stage is good, and is well led and managed. Children's attainment on entry is now above typical levels overall. It has risen in the past two years from

previous levels more typical for the children's age. The majority of children make good progress and enter Year 1 having achieved at least the levels expected, and in many cases they exceed them. Teaching and learning are good and there is good teamwork between the staff team. The curriculum is well planned and provides many opportunities for language development and independence. The induction process for new children is excellent. Outdoor provision has improved since the last inspection but is still fairly restricted.

### **What the school should do to improve further**

- Raise standards in writing by the end of Year 6, and for more able pupils in writing, reading and mathematics in Year 2.
- Improve the pace and challenge of learning for more able pupils especially, and provide more opportunities for pupils to make decisions about their learning.
- Involve all pupils in assessing their own and each other's work to increase their understanding of how to improve.

## **Achievement and standards**

### **Grade: 2**

Standards are above average overall by the end of Year 6 and achievement is good. Good progress is made across the school. Standards are above average by the end of Year 2, and the proportion of pupils reaching the higher Level 3 is better in science than in reading, writing and mathematics.

Results in national tests for Year 6 pupils in 2007 were significantly above average in mathematics and science. Results in writing dipped in 2007 and were average. This is being tackled by the school and thorough school tracking data predict a return to previous higher levels this year. Science results are exceptionally high because of the contribution of specialist teaching in Key Stage 2.

Pupils achieve well in information and communication technology (ICT), and their competence and participation in physical education (PE) and sport contribute well to their personal development. Pupils with learning difficulties and/or disabilities make good progress towards the targets set for them.

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

### **Grade: 2**

Spiritual, moral, social and cultural development is also good overall. Spiritual development is outstanding because pupils are encouraged to reflect on the world, the beauty of art and music, and the possibility of faith. Pupils are safe, understand right from wrong and look after each other. Behaviour is good and occasionally outstanding. Incidents of bullying are rare and most parents and pupils consider they are dealt with by staff quickly and thoroughly. Pupils enjoy school, attested by their good attendance and their eagerness for school to start in the morning.

The school has the national Healthy School award, and is working towards the demanding local authority award. Pupils show in their food choices and in the high take-up of sporting opportunities that they adopt the school's healthy living ethos wholeheartedly. Physical education is a strength of the school. Pupils also respond outstandingly to undertaking responsible jobs round school, such as running the bookshop and fruit stall, and are actively involved in the local and wider community. They are well prepared for their future lives, although there are sometimes missed opportunities for them to be more independent learners.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good, leading to good progress. In the majority of lessons, learning actively involves pupils in making decisions for themselves, as in a science lesson where pupils composed a 'condensation/evaporation' song. In these lessons, thinking skills are being developed and there are opportunities for collaborative group work. Behaviour then is exemplary, such as when Year 6 pupils used drama in preparation for writing a newspaper report based on a novel they had studied. In some of these lessons, pupils assess their own and other pupils' work, and are clear from this, and teachers' marking, about how to improve.

There are occasions when the pace of learning slows and there is little challenge because pupils are passive, sitting on the carpet as a whole class for too long. Pupils are not always given enough chance to make decisions about their learning for themselves. In these sessions, there is not enough challenge for some groups of learners, especially higher attainers.

### Curriculum and other activities

#### Grade: 2

The curriculum meets statutory requirements. The core subjects of English, mathematics and science receive appropriate coverage, and there is good provision for ICT and PE. A two year rolling programme is in place to address the needs of mixed-age classes. To help boys to improve their writing, topics that directly interest them have been selected, such as a castle project in Year 2. There are good themed weeks including one on French around Bastille Day and a Healthy Schools week which incorporated an Indian dancer. Visits, such as a residential trip for Year 6 pupils, and visitors, including authors and poets for the annual book week, broaden the pupils' experiences. Extra-curricular activities add considerably to their fitness and enjoyment.

### Care, guidance and support

#### Grade: 2

The school takes excellent care of its pupils and there is always someone they can go to if they have problems or are upset. All required child protection and safeguarding procedures are in place.

Pupils with learning difficulties and/or disabilities receive good levels of support. Systems to help children settle into Reception are excellent. Once admitted, children are supported to settle well into new routines. Good systems are in place to assess how well pupils are progressing academically throughout the school. The data is also used well to set targets for pupil's future learning. In some classes, pupils understand and help to set their own targets but this is not the case across the school.

## Leadership and management

#### Grade: 2

The experienced headteacher, senior staff and governors have a good understanding of the school's strengths and what needs to be done to improve. They have shown by their actions in bringing the budget back into surplus that they are prepared to take difficult decisions and

see them through. The senior staff's effective management ensures that all pupils generally make good progress and that their personal development and well-being are secure. New initiatives to improve the quality of learning and standards in writing require subject leaders to develop new skills, and they are keen to take this on. This determination is recognised by most parents, summarised by one who wrote, 'The teachers are very committed and enthusiastic.' The school has an excellent partnership with a nearby university and the overall effect of partnerships with other agencies is outstanding. The school gives good value for money.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

19 November 2007

Dear Children

Inspection of Crawshawbooth Primary School, Lancashire, BB4 8AN

Thank you all for welcoming my colleagues and me so warmly when we visited your school.

You know that we came to check how well you are getting on in your learning, and how well the school helps you. We agree with you, your parents and the staff that yours is a good, safe school. We also feel that it has outstanding aspects in:

- the way it promotes healthy lifestyles and cares for you
- the partnerships with your parents, other schools, colleges and the local authority that add so much to your school
- the way you help in the school and local communities.

You clearly enjoy your work, and the staff make sure that it is usually just right to help you make good progress. This helps most of you to reach high standards. Well done! You also behave well, and we were impressed by the happy relationships between Reception children and their Year 6 buddies. It was also great to see how much you enjoy sport and PE.

The school is going to help all of you to improve your writing and to help more younger pupils to do above average work. The school is going to make sure that the work you do is challenging so that you learn at a good rate. The staff will give you more chances to make your own decisions about how you do your work. They will encourage all of you to check your own work and each other's carefully. This should help you to understand what you should do yourself to get better so that you all reach the levels of which you are capable.

You can help by continuing to work and play hard, and by using your own ideas well in all you do.

With best wishes for the future.

Yours sincerely

Mr E Jackson, Mrs Y Clare and Mr J Sutcliffe

Additional Inspectors