

Chatburn Church of England Primary School

Inspection report

Unique Reference Number	119418
Local Authority	Lancashire
Inspection number	313287
Inspection date	10 July 2008
Reporting inspector	Michael Onyon

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	123
Appropriate authority	The governing body
Chair	Mr David Ascroft
Headteacher	Mr Robert Maude
Date of previous school inspection	1 June 2005
School address	Sawley Road Chatburn Clitheroe Lancashire BB7 4AS
Telephone number	01200 441426
Fax number	01200 441426

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' comparable progress in writing and reading especially that of the more able pupils; the care, guidance and support provided for pupils, their personal development and well-being and the role of subject leaders. Evidence was gathered from observations of lessons, discussions with staff, governors and pupils, scrutiny of documentation, including the school's self-evaluation and an analysis of parents' views.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This small school takes most of its pupils from the local community, although an increasing number travel from further afield. Pupils are taught in four mixed age classes: Reception; Years 1 and 2; Years 3 and 4; and Years 5 and 6. All pupils are White British. The proportion identified as having learning difficulties and/or disabilities is around that found nationally although the proportion of pupils with a statement of special educational needs is above average. The school has gained the Healthy Schools Award.

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 that has a number of outstanding features. Outstanding leadership by the headteacher has led to sustained high standards. It has also brought about improvements to the learning environment. As a result, pupils' achievement is good across the school especially in English, mathematics and science. The care, guidance and support provided for pupils is excellent. Consequently, their attitudes, behaviour and their personal development are exemplary. Because of the strong Christian values, all pupils are nurtured extremely well. A strong feature is the excellent progress made by pupils with learning difficulties and/or disabilities.

The good curriculum places a high priority on developing pupils' basic skills in literacy, numeracy, science and information and communication technology, and this prepares them well for their future. At the same time, the school is developing a more creative curriculum, with links between subjects to make learning more exciting and relevant. Pupils enjoy learning French and how to play musical instruments. They appreciate the many visits to places of educational interest. A good emphasis is given to the arts and sports, and some high-quality work is on display. The numerous enrichment opportunities, from a breakfast club to Victorian days and enterprise activities, provide pupils with a real enjoyment for learning. Their excellent attendance and their views reflect this. When asked pupils said that they would not want to change anything.

Pupils show an excellent understanding of how to stay safe and healthy. They can explain why some drinks and unhealthy snacks should be avoided. Older pupils know how to respond to emergencies and provide excellent role models for younger pupils. Through a link with a school in Tanzania, pupils share letters and pictures of life in Lancashire. They happily take up responsibilities, serve as school councillors and actively support a range of charities. They have been involved in improving the school's environment by planting bulbs and trees, providing picnic tables and developing a wildlife area close to the school. Pupils are aware of cultural diversity, are clearly very sociable, know right from wrong and demonstrate an excellent spiritual awareness.

Pupils make good progress from their broadly average starting points because teaching is consistently good. Pupils build on their good skills in Years 1 to 6 and, by the end of Year 6, standards in English, mathematics and science are above average and pupils are on track to reach challenging targets for this year. Results of national tests and teachers' assessments are above average at the end of Years 2 and 6. Learners with difficulties and/or disabilities achieve extremely well because the work set is suitably challenging. Teachers make learning interesting, and the positive relationships throughout the school are a real strength. The small numbers of pupils render the statistical analysis of test results of limited value but the school has recognised that standards in writing are not as high as in reading for the most able pupils, particularly boys. These pupils generally write well in their literacy lessons but they do not readily transfer such good writing skills to other subjects. Their writing is too varied in quality and content in other subjects. Because the school seeks to raise standards to even higher levels, a whole-school focus on writing has been planned for next year.

Pupils are extremely well cared for and kept very safe. Pupils with learning difficulties are identified quickly and supported very well, enabling them to achieve very well. Rigorous checking systems help the school to know how well pupils are achieving and, when needed, this triggers support early on. Pupils are involved well in checking their own progress towards their set

targets. Statistical data is thoroughly analysed and staff consistently check that pupils are involved and understand what they need to do to achieve their very best. The very strong leadership of the headteacher has been crucial in bringing about the improvements made to the buildings, resources and curriculum. Monitoring and evaluation systems are used well to find any weaknesses or concerns and effective action is taken to tackle them. For example, actions to develop English include enhanced resources and a focus on improving the performance of boys in writing. These changes have resulted in setting targets to raise expectations further from their current high levels.

Leadership and management are good. An effective team ethos involves all staff in the process of self-evaluation. They are ably supported by well informed governors who are supportive and proactive and challenge the school well. All are involved in evaluating how well the school is doing and what it can do to improve further. Leadership by the headteacher is outstanding. He carries much of the responsibility for monitoring and evaluating progress and determining improvement priorities. Subject leaders are keen and enthusiastic and provide good support and guidance for colleagues. However, there are limited opportunities for them to monitor the quality of teaching and learning in their subjects to inform their selection of priorities for future improvement. Nevertheless, this is a school that has a clear understanding of its strengths and weaknesses. Challenging targets are met and the school's track record shows that it is well placed to improve further. Excellent links and consultation with parents and the community help secure a 'family atmosphere'. Parents and carers are positive about the school's work and links with external agencies are very strong. The school provides good value for money.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. As a result of the good liaison with the on site pre-school, most children are confident about starting their Reception year in school. Relationships with parents are strong and they are well informed about their child's progress. Many parents help in the Reception class, contributing to the children's positive start to school life. Children's levels of development are broadly typical for their age when they enter Reception. They make good progress, and most are on course to meet or exceed the levels expected when they start Year 1. Progress in the areas of communication, language and literacy, numeracy and personal development is particularly good because teaching of these aspects permeates all activities. Teaching is good. All staff have a good knowledge of each child's requirements. There is a good balance between activities led by adults and those which children choose for themselves. Occasionally, staff tend to remain with their focus group of children for too long rather than intervene and support others who are working independently. Assessments are carried out regularly, providing clear evidence of progress that is shared well with parents. Parents rightly comment on the good care, support and guidance given. The school has plans in place to improve and extend its environment so that learning can be even more exciting.

What the school should do to improve further

- Extend opportunities for more able pupils, particularly boys, to use and improve their writing skills in a range of subjects.
- Provide more opportunities for subject leaders to monitor their subjects and set priorities for future improvement.

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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 ¹ 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	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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?	1

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.

Annex A

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 leaders and managers use challenging targets to raise standards	1
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	1
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

10 July 2008

Dear Pupils

Inspection of Chatburn Church of England Primary School, Lancashire,

BB7 4AS

I thoroughly enjoyed the time I spent in your school. The warmth of your welcome, your courtesy and help were very much appreciated. I mentioned to a number of children that I would tell you about the findings from the inspection that show your school to be a good school with some outstanding features.

What I particularly liked about your school was:

- the excellent care, support and guidance you are given to help you do well in your learning and to be caring young citizens
- the good start that children get in Reception
- the good progress you make through the school
- the above average results in national tests at the end of Years 2 and 6
- your excellent behaviour and attitudes and excellent attendance that help to ensure that your school is a happy, safe and secure place to be
- the good teaching, learning and curriculum that promote your good academic progress and excellent personal development
- the hard and willing work you do to help and care for each other and make a very good contribution to the life of your school
- the good leadership and management that is much appreciated by your parents.

To help make your school even better, I have asked the school to ensure that those of you who find learning easy, especially some boys, do as well in your writing as you do in your reading by providing more opportunities for writing in different subjects. I have also asked the school to provide more opportunities for teachers who lead subjects, to regularly check on the progress in their subjects and to think about the most important areas for improvement.

My very best wishes and good luck for the future!

Michael Onyon

Lead inspector