

# Colne Christ Church Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	119433
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313291
<b>Inspection date</b>	22 November 2007
<b>Reporting inspector</b>	Michael Onyon

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	168
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Mike Hartley
<b>Headteacher</b>	Mrs Amanda Taylor-Hopkins
<b>Date of previous school inspection</b>	1 October 2003
<b>School address</b>	Keighley Road Colne Lancashire BB8 7AA
<b>Telephone number</b>	01282 865398
<b>Fax number</b>	01282 867004

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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 areas: achievement and standards, teaching and learning, personal development and well-being, the curriculum, care, guidance and support and leadership and management; gathering evidence from lesson observations, assessment data, documents, parents' replies to the questionnaire and discussions with staff and pupils. 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 is a smaller than average sized primary school. Pupils come from a range of backgrounds; the proportion of pupils eligible for free school meals is well below average. Almost all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is below average overall with an above average percentage holding a statement of special educational need. Amongst a range of awards, the school has Investor in People and Healthy Schools accreditation.

## 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 providing good value for money. It has a number of outstanding features which include the pupils' personal development and in the quality of care, guidance and support provided for them. The school has an excellent Foundation Stage and pupils with learning difficulties and/or difficulties make outstanding progress because of the highly effective support they receive. The inspection judgements match the school's own evaluation of its performance, confirming the highly effective monitoring and self-evaluation procedures. Parents have very positive views of the school. Comments include praise for 'the very caring pastoral support; like a family' and that the school 'is a credit to the children, teachers, parents and the community'.

Standards are above average and pupils achieve well throughout the school. On entry to Year 1, pupils' attainment is at levels expected in all areas of learning. They make good progress through Key Stage 1 and standards in the Year 2 teacher assessments are consistently above average. By the time pupils leave Year 6, standards are also generally above average. In 2007, standards in English showed a distinct improvement to be significantly above average because of well planned support. Standards remained above average in mathematics, but there was a dip in science where standards were average because fewer pupils than anticipated reached the higher level expected for their age. Staff have responded quickly, making adjustments in the curriculum, teaching and the tracking of pupils' progress. They are making science lessons more challenging and are aware that this challenge needs to be sustained to ensure that the school's ambitious targets are met.

Pupils learn well because of the good teaching. Their work is assessed very regularly and tasks are well planned to cater for pupils' differing abilities. Where pupils' progress is not meeting the teacher's expectations, special catch-up or booster programmes are introduced. These have a positive impact. Well trained and fully involved teaching assistants guide and encourage pupils effectively, and help them to succeed. The specialist knowledge of teachers of music and modern foreign languages raises standards and improves pupils' confidence in these subjects. Teachers give good guidance for pupils through well focused specific comments in marking and targets which clearly indicate what needs improving. Staff want to enable pupils to take even more responsibility for their own learning.

The good curriculum is another important factor sustaining good progress. It provides effective opportunities for pupils to apply what they learn in their literacy, numeracy and in information and communication technology. Whilst it provides a good balance in developing pupils' personal talents and academic skills, the school is looking to extend creative opportunities for pupils. The provision for pupils who have learning difficulties and/or disabilities is excellent. The curriculum is enriched through visits and visitors, which add excitement to the curriculum and through the wide range of additional activities available to pupils. The school creates good partnerships, including valuable links with local schools and outside specialists, which support pupils' development well. Benefits include additional lessons in modern foreign languages and opportunities for pupils to meet people from a variety of backgrounds.

Pupils' personal development and well-being are outstanding. Spiritual, moral, social and cultural development is outstanding, supported very well by the school's Christian values, very strong links with the church and an excellent programme of personal, health, social and citizenship education. Pupils thoroughly enjoy coming to school, as reflected in their above average

attendance. They behave extremely well. Throughout school, pupils are happy and confident learners because they have outstanding relationships with their teachers. Meticulous attention is given to care and support. Rigorous safeguarding procedures are in place. As a result, pupils feel secure and say that adults in school are always on hand to 'listen if we have worries and help us'. The Healthy Schools Award recognises the excellent work done in teaching pupils about healthy living and generating enthusiasm for sport and exercise. Pupils have excellent involvement in both the church and school communities which helps to prepare them very well as future citizens. The school council ensures that pupils' views are listened to and inform decisions as in, for example, providing equipment for their outdoor learning area. These features, together with a good level of basic skills ensure that pupils are exceptionally well prepared for their future lives.

Leadership and management are good and there is some outstanding practice. A clear vision based on continuous improvement is shared by all staff who play a full part in evaluating the school's progress. As a result, the school knows it has improved well since the last inspection and has outstanding capacity to maintain its strengths and improve further. There is a high priority on monitoring achievement and provision, setting challenging targets and making improvements where needed. The headteacher provides excellent leadership and is constantly driving the school forwards. She has the confidence and respect of staff, governors, parents and pupils. All staff work as a strong team, providing good continuity of approach and a successful commitment to providing the best they can for pupils. Governors understand the strengths of the school thoroughly and have a secure overview of standards and achievement.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children join the school with a broad range of skills; overall, their development is typical for the age group. Good induction arrangements ensure that children settle quickly. The tracking of children's progress is outstanding. They make good progress because the staff carefully plan the next steps for each individual to build effectively on what has already been learned. Behaviour is good and children know class routines well. They thoroughly enjoy their work and collaborate well. Children enjoy a wide range of adult-led tasks, including outdoor tasks. Independent learning is supported well through an interesting selection of free choice activities. When they move into Year 1, all children have reached the early learning goals appropriate for their age.

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

- Improve attainment at the higher level in science to ensure that the school's challenging targets are met.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</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
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	1
The capacity to make any necessary improvements	1

### Achievement and standards

<b>How well do learners achieve?</b>	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	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	2
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	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<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	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
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



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**Annex B**

## **Text from letter to pupils explaining the findings of the inspection**

23 November 2007

Dear Children

Inspection of Colne Christ Church Church of England Voluntary Aided Primary School, Lancashire,  
BB8 7AA

Thank you for the very friendly welcome you all gave to me when I visited your school recently. I really enjoyed my time with you and seeing some of you in lessons. I enjoyed watching your 'Good Work' assembly to see the way that you celebrate each other's success. What really impressed me though was the way you all work hard in lessons.

I promised your headteacher and the children I spoke to that I would let you know what I thought. I am pleased to tell you that I agree with her and you that your school is good and there are many things about it that are outstanding!

You get off to a really good start in the Reception class and this is continued as you move through school. You reach high standards because your school is led well and the teaching you receive is good. You do well in lessons and in tests because you work hard and understand the importance of this for the future. I agree with you that your teachers and other adults make lessons interesting and that if you need help, you get it.

Your behaviour is also excellent and I was very impressed with how polite you are. You benefit greatly from a large number of school clubs. You told me that you feel safe in school and that, if a problem occurs, an adult will sort it out quickly when you tell them about it.

To make your school even better than it is, I think that more of you can reach the higher levels in science by Year 6, so that standards can be as good as in English and mathematics. Keep on working hard so that you can play a major part in ensuring that your school continues to be highly regarded by all who come into contact with it.

Yours sincerely

Michael Onyon

Lead inspector