

Gisburn Primary School

Inspection report

Unique Reference Number	119270
Local Authority	Lancashire
Inspection number	326984
Inspection date	3 February 2009
Reporting inspector	Kathleen McArthur

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	109
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Jane Wilson
Headteacher	Mrs Catherine Grimshaw
Date of previous school inspection	3 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Burnley Road Gisburn Clitheroe Lancashire BB7 4ET
Telephone number	01200 445406
Fax number	01200 415981

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the attainment of boys, provision in the Early Years Foundation Stage and pupil involvement in the assessment of their learning.

Evidence was gathered from the school's self-evaluation, national published assessment data, and classroom observations. Discussions were held with staff, pupils and governors, and parents' questionnaires were scrutinised. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, given in its self-evaluation were not justified.

Description of the school

The school is smaller than most and draws pupils from a wide rural area. There are four mixed age classes. Provision is made for children in the Early Years Foundation Stage in the mixed Reception/Year 1 class. The proportion of pupils receiving a free school meal is well below average. The great majority of pupils are of White British heritage. A lower than average proportion of pupils has learning difficulties and/or disabilities. The headteacher has been in post for just over one year.

The school holds National Healthy schools status and has gained Activemark.

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 gives good value for money. Pupils' personal development is outstanding. They are very happy, healthy, and keen to learn and participate enthusiastically in everything the school offers; one said, 'I can't think of anything that could be better!' Good leadership and governance has ensured good improvement since the previous inspection and has firmly implemented the vision to enhance provision for every pupil. Parents are very supportive, saying the school is welcoming, friendly and approachable with a strong community spirit.

Achievement is good. Pupils make good progress and, by the time they leave, standards are consistently above average. School data shows that in 2008 Year 6 pupils achieved particularly well. They reached standards that are well above average at both the expected and higher levels. Progress accelerates in Years 3 to 6 where teaching is strongest. Standards are above average at Key Stage 1, but have shown a downward trend in recent years; standards in mathematics were average in 2008. This reflects some inconsistency in the use of assessment information to match work to pupil's differing abilities, and boys have not always achieved as well as girls. Actions to remedy this are proving effective, including adapting the curriculum to suit boy's more active, investigational learning style and targeted literature to capture their interest.

Provision for spiritual, moral, social and cultural development is excellent. High levels of attendance show that pupils really enjoy school and value their education. They work hard, achieve well, reflect quietly on spiritual and emotional matters and have a keen sense of right and wrong. Pupils say there is no bullying and feel confident to seek help from staff with any problems. Their views are listened to through regular class forums or the 'suggestion box'. Pupils show very good awareness of how to look after their health and stay safe, and are eager to take on responsibilities such as escorting younger pupils safely at home time. Behaviour is good overall and some excellent behaviour was observed, for example in the dining room and during assembly and in the older classes.

Teaching is good overall. The best teaching sets high expectations and inspires pupils to achieve more. In these lessons, learning moves along at a lively pace, well directed questions keep pupils on their toes and staff make good use of assessment information to plan work that challenges all abilities. Consequently, pupils work hard and progress well. There are inconsistencies however and, where these good practices are not implemented, progress is slower.

The curriculum is good. Literacy, numeracy, science and information and communication technology receive priority and there is a good balance with other subjects. Pupils talked animatedly about celebrating Chinese New Year through music, a lion dance, writing and a banquet. This theme really enriched the curriculum and contributed most effectively to their cultural awareness. Children in the Early Years Foundation Stage do not have enough opportunities to extend their learning outside. The wide range of after-school clubs is very popular and pupils enjoy meeting with other schools at sports events.

Pupils are well cared for and show care and concern for others. Staff know pupils and their families well, and welcome parents as partners in their children's education. Good provision and support for pupils with learning difficulties and/or disabilities ensures they can access all activities and progress well in their learning. Safeguarding arrangements meet current requirements. Systems to track academic progress are fully in place and, in most classes, are

used well to direct extra help and set individual, group and whole school targets. Pupils know their targets well and say, 'We aim for high standards so we can have a good life when we are older'. Pupils report that teachers' marking shows them how to improve their work and, in the older classes, they 'self-assess' their work. For example, Years 3 and 4 pupils used checklists of success criteria when writing 'thank you' letters to an imaginary Chinese aunt.

Good leadership by the headteacher is fully supported by staff, governors and parents. The leadership team has good knowledge of what needs to be done to improve provision and implements focused strategic plans. However some curriculum leaders do not always have enough opportunities to observe lessons to allow them to monitor more effectively the work in their subjects areas. The school has evaluated its contribution to community cohesion well and taken good action at different levels. Pupils gain awareness and understanding of the diverse nature of lifestyles and cultures in Britain and the wider world through themed weeks and links with schools in contrasting locations. Governance is good. Governors are skilfully led, question and hold the school to account, and ensure equal opportunities are successfully promoted. The budget is very carefully managed to support improvement plans. The school has good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children enter school with skills broadly typical for their age; this varies from year to year because year groups are small. The warm, friendly environment and good arrangements for care and welfare make children feel safe, happy and ready to learn. Overall, progress is satisfactory, and good in personal and social development. Children know how to share, take turns and stay healthy and they concentrate well on their chosen activities. Teaching and the curriculum are satisfactory and provide a suitable balance of adult and child led activities. Children have limited opportunities to extend their learning outside. The new class teacher is working hard to develop procedures to assess what children know and can do. This information is not yet used to full effect, so learning activities do not always match children's differing capabilities. Leadership and management is sound, with a clear view of developments needed in key aspects, such as data collection, the outdoor learning area and to enhance staff skills. By the time children move to Year 1, most reach the learning goals expected for their age.

What the school should do to improve further

- In the Early Years Foundation Stage create further opportunities for children to extend their learning outside and use assessment more effectively to make sure learning is closely matched to children's different capabilities.
- Ensure the most effective teaching practices are applied consistently in all classes.
- Develop further opportunities for subject leaders to monitor standards and provision.

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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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	1
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 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

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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

4 Feb 2009

Dear Pupils

Inspection of Gisburn Primary School, Lancashire, BB7 4ET

I would like to thank you all for the very friendly welcome we received during our visit. We had a very enjoyable day and you were all really polite and helpful. We were very impressed by the way you care for each other, older ones helping the younger ones and doing many jobs around the school. You told us how much you enjoy school and your parents said they are pleased with the school. This letter is to tell you what we found.

You go to a good school. The headteacher and governors provide good leadership. You work hard, make good progress and standards are higher than in many schools. Although teaching is good overall, we have asked the leaders to make sure you are always taught well. The older ones told us they know how to check their work to see how well they are doing. You get a satisfactory start in your Reception year but we have asked the school to help you make faster progress here and to make sure you have opportunities to learn outdoors.

Your personal development is excellent, so you understand how to look after your health and feel very safe, and your attendance is very good. You have excellent manners and behave very well; we didn't hear anyone complain about having to stay inside when the playground was very slippery!

The curriculum is good with many extra things; French, music, residential visits and lots of clubs. We wish we had been there for the Chinese New Year banquet during your celebrations! You are well cared for and teachers check your progress carefully. We have asked the school to make sure leaders have time to carefully check what is happening in each subject so that they can plan for the best improvements.

We hope you will continue to work hard and enjoy being at Gisburn School.

With best wishes to you all

Kathleen McArthur

Lead inspector