

Barnoldswick Church of England Controlled Primary School

Inspection report

Unique Reference Number	119360
Local Authority	Lancashire
Inspection number	327009
Inspection dates	7–8 May 2009
Reporting inspector	Jackie Barnes

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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	195
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 Lesley Imeson
Headteacher	Mrs Melanie Darcy
Date of previous school inspection	1 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	York Street Barnoldswick Lancashire BB18 5BB
Telephone number	01282 813014

Age group	4–11
Inspection dates	7–8 May 2009
Inspection number	327009

Fax number

0

Age group	4-11
Inspection dates	7-8 May 2009
Inspection number	327009

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average size school, which is popular and often oversubscribed. It is located in a small town in a semi-rural setting and has a stable school community. Entitlement to free school meals is low. Almost all are from White British backgrounds, with a very small number learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average. The building is on several levels and accommodates seven classes organised in single-age groups, with small but well equipped play spaces. The Early Years Foundation Stage comprises of one Reception class.

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 good capacity for further improvement. It is a lively, happy place. Staff take good care of the pupils and ensure they are safe, and their welfare is a priority. Parents particularly appreciate the sensitivity with which medical needs are dealt with. Pupils' personal development is good. They are well behaved and look after each other. On community occasions, such as assembly, they appreciate each other's company and share in success. They enjoy learning, especially when they are actively involved in practical tasks, and their attendance is above average. They cooperate well in lessons and when working in small groups. When the opportunity arises they make good choices, such as about what they eat at lunchtime and about their safety in the playground, including around the many steps and corners in the school building.

Teaching and learning are good. Lessons are usually exciting and keep pupils' attention. Relationships between adults and pupils are excellent and so pupils are confident learners. Most make good progress from their starting points when they enter school, and attain above average standards by the end of Year 6. Good care and support for pupils contribute to their academic and personal development but there are variations in how well teachers' marking guides them on improving their work. Since the last inspection, improvements in the school's assessment system have helped staff to check how well pupils are doing, and to quickly identify anyone who needs support or a further challenge. This generally works well. However, the system is new and has yet to be fully effective. It is too soon, for example, to evaluate its impact in eliminating the variable progress seen in English and mathematics, and on the use of assessment information to plan activities for pupils of different abilities. As a result, occasionally some pupils' progress is still too slow. Pupils with learning difficulties and/or disabilities, and those learning English as their additional language, are effectively supported and achieve well. The good curriculum provides a wide range of opportunities for pupils to learn, especially in literacy and numeracy, and also to enjoy themselves in physical and creative activities, including a wide range of well attended clubs. Pupils are respectful of differences in their own school community and also learn about other cultures and ways of life.

The good leadership and management of the school has resulted in an awkwardly shaped building with limited play space, being a bright and exciting place to learn within a well organised daily routine. Senior leaders, including governors, work well as a team. Due attention is paid to safety and provision for the pupils' personal development. Recent initiatives have improved the quality of teaching and the accuracy of the assessment system. As a result, both pupils' progress and standards are improving. The role of the subject leaders has been extended, but they are not yet fully involved in ensuring all pupils achieve as well as they can. However, self-evaluation is accurate and has identified where further development needs to take place, and these areas are reflected in the school's development planning. Community cohesion is good and the school works effectively with other professional agencies and parents. The school usually meets its challenging targets, although occasionally these do not reflect the ability levels of the particular year group and sometimes are too difficult.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Early Years Foundation Stage in the Reception Year with attainment that, although broadly in line with typical expectations, varies considerably between individual

children and to a lesser extent between year groups. Spoken language is often a weaker skill for many children. They feel safe and secure in a welcoming environment that provides exciting activities and takes good account of their interests and welfare. As a result, they are keen to learn and behave well. Parents are very appreciative of how quickly their children settle. Initiatives since the last inspection have led to improved achievement, and children now make good progress. Currently, almost all children are well placed to meet average standards by the time they reach the end of the Reception Year, with an increasing number exceeding the expected level especially in personal development and literacy and numeracy. Progress is now accelerating due to outstanding teaching. It is based on a thorough understanding of the needs of this age group and an excellent understanding of how to engage children, whatever their ability, in stimulating oral and practical activity. For the children, it all seems like great fun, such as icing biscuits and counting how many decorations are needed, or arranging dinosaurs into matching groups on the electronic whiteboard. There is a high level of enjoyment. Excellent relationships encourage this enthusiasm while effectively guiding the children towards the next stage of their learning, especially in literacy and numeracy. Their personal and social development is good, again supported by trusting relationships, especially for those children who are at an early stage of working with others or being independent. Good leadership and management includes an efficient system of assessment which provides an accurate picture of each child's progress, attainment and needs. Outdoor space is shared which limits constant access, but good use is made of the time that is available.

What the school should do to improve further

- Use assessment information more effectively when planning activities to ensure pupils of different abilities make consistent progress towards attaining their best standards, especially in English and mathematics.
- Develop further the skills of staff with subject leadership responsibilities to promote consistently high quality teaching and learning, and to rigorously check pupils' progress.

Achievement and standards

Grade: 2

Achievement is good and standards when pupils leave school are above average. Attainment in individual year groups varies, largely depending on the pupils' starting points on entering school and the proportion of pupils with learning difficulties and/or disabilities in each year.

The school's assessment results for Year 2 pupils in 2008 indicated standards were below average, which represented satisfactory progress from their starting points. The results for Year 6 pupils indicated standards were above average which represented good progress from their starting points. The school has recently developed a robust new assessment and tracking system as confidence in the accuracy of the previous arrangements had been lost, mainly due to instability in staffing in the younger age groups. Currently, the school's reliable statistics and the pupils' work in books and lessons show that, although the variability between year groups remains, especially in English and mathematics, the attainment of the present Year 2 and Year 6 pupils is above average overall, and progress is good throughout the school. Pupils with learning difficulties and/or disabilities achieve well. Those pupils learning English as their additional language are making good progress as a result of the skilled support they receive.

Personal development and well-being

Grade: 2

Personal development and well-being, including pupils' spiritual, moral, social and cultural development, are good. They sing hymns heartily and tunefully, and pray respectfully. They have time to reflect on moral and spiritual messages apparent in the Christian values in the school. Pupils enjoy school as is reflected in their above average attendance. There are strengths in pupils' understanding of how to live a healthy lifestyle, recognised in the Healthy School award. Pupils make healthy choices from the good diet provided at lunchtime, and high numbers volunteer for after-school sporting activities. Behaviour is good and on occasions exemplary. Pupils say that they feel safe and that there is little bullying. They say that if it does occur they have confidence that the adult they turned to would take the right action. They also express satisfaction with their learning, and in most lessons they clearly enjoy the activities, such as when tracing the flow of electricity from a battery through a switch to a bulb. They have good understanding of how to stay safe, and learn about the dangers of addictive abuse of drugs and alcohol. Pupils, including school councillors and class monitors, perform jobs and tasks well around the school. They also contribute positively to the local community through, for example, involvement in an allotment project that also increases their ecological awareness. Through many opportunities for fundraising pupils reach out with charitable support to local and national charities. This has promoted greater awareness of social and economic differences experienced by people at home and abroad. Pupils' development of the social and academic skills that will help them in their future lives is good.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Excellent relationships between teachers and pupils successfully encourage pupils to contribute their views and ideas with confidence. Even the youngest pupils are willing to ask questions in class discussions and to share their experiences. The resulting dialogue enables teachers to assess understanding and provide support where needed. Skilled teaching assistants support pupils well and make a good contribution to the learning. Most lessons are stimulating and capture pupils' attention well. Levels of enjoyment are high. The sequence of teaching points is well planned and pupils' activities are carefully prepared, so pupils are clear about what they are expected to do. Less clear is what learning is expected of pupils across the wide range of ability that is evident in every year group, as assessment information is not always used effectively to plan activities, especially in English and mathematics. Occasionally this slows pupils' progress in class lessons because their work is too hard or too easy. However, when being taught in small groups the teaching and tasks are usually well matched to the pupils' needs.

Curriculum and other activities

Grade: 2

The good curriculum is broad, balanced and supports the good achievement well. There is now a strong concentration on English and mathematics in the drive to eliminate the variability in pupils' progress in these subjects. The curriculum supports pupils' personal development well as shown in the positive attitudes to learning that are apparent. New equipment is available for information and communication technology and pupils' learning is enhanced because the

laptops are on a wireless network, making their usage more flexible. The increasing focus on providing greater challenge across subjects for all pupils is reflected in the wide range of abilities found in each age group. There is an extensive range and variety of clubs and extra activities, including good opportunities for sport. The annual residential visit is enjoyed immensely by the pupils and it provides many opportunities for rich cross-curricular experiences. There are also many planned opportunities to study the local heritage that enriches pupils' experiences and further promotes community cohesion.

Care, guidance and support

Grade: 2

The excellent pastoral care for pupils is at the forefront of the school's work. The school ensures that all pupils are safe by its detailed attention to national safety requirements and rigorous risk assessments for activities both in and outside school. Health and safety systems and procedures, including those for child protection, are all in place and meet current requirements. There is always an adult pupils can turn to if they need help. Evidence of good academic support and guidance is evident in most lessons. However, the quality of marking is variable. The best examples were seen in literacy books where individual comments targeted progress for every pupil. Those pupils who need extra help in class are especially well served by the expertise and skills shown by the effective teaching assistants. Pupils know in general what their targets for learning are and these are followed up in most lessons well. The school's new arrangements for assessing and tracking pupils' attainment and progress are now beginning to provide accurate data but this has yet to be used fully for lesson planning. There are effective links with outside agencies, such as speech therapists, other local schools and the local authority.

Leadership and management

Grade: 2

Leadership, management and governance are good. The headteacher has effectively led several necessary initiatives that have improved the quality of teaching and learning and speeded pupils' progress. These, and the use of improvement targets, have begun to have an impact on standards, especially in the Early Years Foundation Stage and in English. There is a clear view of the future shared by senior staff and governors, and staff morale is high. Governors are involved in the life of the school and play a full part in forward planning. There is strong commitment to equal opportunities and respect for diversity in the school's daily life and curriculum. The school's self-evaluation is accurate and provides a good basis for further development. The role of the subject leaders in monitoring teaching and progress, and promoting higher standards, is at an early stage so some inconsistencies across year groups still remain. Community cohesion is good because the school has an agreed plan and a clear understanding of the requirements to promote links at a local and global level. The school is working well with local partners, especially the local church and library, to serve the needs of the community and parents, who are highly supportive of the provision in place. The school has started to work towards increasing pupils' awareness of the traditions and customs in a diverse society. It is establishing links with a school in Australia as part of its contribution to community cohesion on a global level. There have been improvements since the previous inspection and the school has a good capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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?	2
How well do children in the EYFS achieve?	2
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?	1
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which 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	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 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**

11 May 2009

Dear Pupils

Inspection of Barnoldswick Church of England Controlled Primary School, Lancashire, BB18 5BB

Thank you for making me and my colleague so welcome when we inspected your school. You helped us to see that you go to a good school and that you are well behaved and look after each other. You enjoy your learning and your attendance is good. You say you feel safe and we could see the staff take good care of you. Most of you make good progress and your standards are above average. The teaching in your school is good and helps you to learn. You help too by being keen to do your best and willing to accept help. You have the benefit of an exciting curriculum which means you have plenty of practical work, you learn about other people and how they live, and you have the chance to take part in sport and creative activities. You also have good opportunities to develop your literacy and numeracy skills, and most of you do this well. You help by working hard to achieve your targets.

Your school is well led and managed. Your headteacher and governors focus on making sure you have a good education. This usually works well and you are successful. However, some of you have times when your progress is a little too slow, so I have asked your headteacher and governors to make sure that:

- the assessment information about how well each of you is doing is used to plan your learning in lessons, so that your work is not too hard or too easy, and the teaching is at just the right level to help you move on as quickly as you can especially in English and mathematics
- the teachers who have a special responsibility for each subject are able to keep a really close watch on how well you are learning, so your standards are as high as you can achieve.

Best wishes for the future.

Your faithfully

Jackie Barnes

Lead inspector