

St John's C of E Primary School, Cliviger

Inspection report

Unique Reference Number	119432
Local Authority	Lancashire
Inspection number	327033
Inspection date	13 February 2009
Reporting inspector	Jennie Platt

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 aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	188
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 Joan Lamb
Headteacher	Mr Lee Wyatt
Date of previous school inspection	16 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Burnley Road Cliviger Burnley Lancashire BB10 4SU
Telephone number	01282 421395
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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 achievement of children in the Early Years Foundations Stage and the progress made by the more able pupils in Key Stages 1 and 2
- the use of tracking procedures to identify the more able pupils and the challenges provided for them in lessons
- how effectively the school evaluates its own practice, including for community cohesion, and responds to its findings.

Evidence was gathered from school documents, including the school's own self-evaluation, data, interviews with the chair of governors, headteacher, staff and pupils, observations of the school at work and the responses of a questionnaire to parents.

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, as given in its self-evaluation, are not justified, and these have been included in the report.

Description of the school

This is a smaller-than-average school serving the village of Cliviger with a high number of pupils coming from further afield. The proportion of pupils who are eligible for free school meals is below average. Most pupils are of White British heritage with a low number from minority ethnic groups. No pupils are at the early stage of speaking English as an additional language. The proportion of pupils who have a learning difficulty and/or disability is average but an above average number of pupils have a statement of special educational needs. The Early Years Foundation Stage provision consists of a 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. Effective leadership and management have sustained an ethos that celebrates the achievement of pupils of all backgrounds and abilities. 'We are impressed with the happy, family and caring environment in which children are encouraged to grow and achieve their full potential'. This is just one comment, among many, from very satisfied parents.

Personal development is good. Pupils have very positive attitudes to learning and thoroughly enjoy school. It is not surprising that attendance is above average. Behaviour is good. Playtime is a friendly interlude in the day with pupils organising small games that keep them warm on a chilly day as well as establishing good relationships. Pupils have a good understanding of keeping safe and healthy and practise this in their choice of food. The school has gone that additional step to show its commitment to its pupils' lifestyles by achieving the Activemark for Sports and the National Healthy School's Award. Pupils play a full part in both the school and local community. The school council represents the opinions of others and older pupils act as playground pals for the younger ones. Pupils very proudly wear their Eco council badges and develop in others the philosophy of caring for the environment.

Spiritual, moral, social and cultural development are good. Spirituality is excellent and reflects the school's Christian status. Singing in the act of worship shared with parents is excellent creating a real sense of belonging to a community. Christian values sensitively underpin the school's daily practice. Prayers written by pupils are used daily. Pupils are polite and courteous. Pupils have a good understanding of their own culture and learn about faiths that are different to their own. An excellent amount of money is raised for charities, including supporting a school in Burundi. This gives pupils an insight into different cultures. Pupils' growing independence and good basic skills prepare them well for the future.

Achievement is good and pupils leave school with above average standards. Although attainment at the end of the Early Years Foundation Stage is changing, most pupils currently in Years 1 to 6 started school with broadly average standards and make good progress. Results of national tests in English, mathematics and science at the end of Year 6 have been above average for several years with some years when results in mathematics have been significantly above average. Teacher assessments at the end of Key Stage 1 have been more variable and have fallen from above average to broadly average over the last three years. Some of this decline can be attributed to the changing ability of the intake, but an analysis of progress indicates that although most pupils make satisfactory progress, the more able pupils could achieve more. Assessments and current work show that in reading, writing and mathematics few pupils reach above the level expected for their age. Pupils with learning difficulties and/or disabilities also do well and this is reflected in the unvalidated science results for 2008 in Year 6 when every pupil gained at least the level expected for their age. Support for pupils with a statement of special educational needs is most effective and these pupils often make excellent progress to reach the national average.

The overall quality of teaching and the curriculum are good. Most lessons are well prepared and go at a good pace. Numeracy lessons include practical activities that clarify learning and sustain pupils' enthusiasm. Teachers' probing questions are greeted with a good show of hands from pupils and in Year 3 there was fierce competition to share their written work about Beowulf. Teaching assistants are most effective because they are well prepared as to what their responsibilities are to be. Additional training ensures they are skilled at providing extra individual

help, as in signing for those with communication difficulties. In the best lessons, especially in Key Stage 2, teachers' expectations are very high and the work is set at just the right level to challenge pupils. This is less evident in Key Stage 1 where termly assessments are only just yielding enough information to identify and challenge the more able. Throughout the school, lessons are managed well and run smoothly. Pupils and parents appreciate the richness of the curriculum. It is carefully planned to provide a balance of academic, creative and physical activities. Specialist activity weeks, such as the science and culture weeks, are highpoints of the year and make learning enjoyable. The use of specialist staff and the varied provision of extra-curricular activities add excitement to the school day. The richness of artwork attractively displayed reflects the strong focus on the arts in the school.

Pastoral care is good. Those needing extra help, possibly because they are new to school, are welcomed warmly and made to feel at home. When necessary, extra help is provided and this is especially helpful for the pupils with a statement of special educational needs. Procedures to safeguard pupils are met. The tracking of pupils' academic progress is satisfactory. The recent introduction of termly assessments is aiding the more regular monitoring of progress. Although this information is only just beginning to highlight the more able pupils, it has always been effective in drawing the school's attention to when lower attaining pupils need extra intervention. This has most effectively improved their progress.

The school is effectively led and managed. The leadership from the headteacher is good and he has sustained high standards in Key Stage 2 and successfully resolved the issues raised at the previous inspection. Pupils are more involved in checking their own progress. For example, at the conclusion to a lesson in Year 4, pupils share their work and are asked to explain 'Where can you take your story next?' The outdoor play area for the Early Years Foundation Stage has developed well since the previous inspection. Challenging targets are set and are often exceeded in Key Stage 2. Self-evaluation is accurate although lacks detail in some aspects and is not fully effective as it focuses too much on provision rather than outcomes. There is a similar weakness in the school's development plan which leads to targets for success not being easy to evaluate or sufficiently focused on their impact on standards. Governance is good. Governors are especially skilled at balancing a very tight budget and ensuring the school provides good value for money. Carefully planned provision successfully promotes good community cohesion. The school promotes good partnerships both within the local and wider community. Discrimination is not tolerated and this is a very harmonious school which has good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision in the Early Years Foundation Stage is satisfactory overall with good elements. Until recently, children started school with skills that are typical for their age and reached average standards when they started in Year 1. Over the last two years, children have started from a lower starting point and current standards are below average. Overall, children make satisfactory progress from their individual starting point. Teaching is satisfactory. Staff patiently teach the required social skills to enable children to settle quickly into routines and grow in independence. As a result, they quickly grow in self-esteem and progress well in their personal development. Well taught sessions on letters and sounds ensure the early stages of reading are grasped well and the children making good progress in this area of learning. Staff have made every effort to provide a stimulating environment, both in and out-of-doors. The children enjoy a range of exciting activities to fire the imagination and develop communication skills. For example, during role-play they thoroughly enjoyed the opportunity to act out the story of Mr Grumpy's Outing.

These activities cover all the requirements for each area of learning. However, staff do not always ensure that there is a good balance between adult-led and challenging independent activities, which children choose for themselves.

Parents are pleased with the way their children learn and with the links between home and school. In particular, parents commented on the very good induction arrangements. These are supported by good welfare procedures and the children are supported well and enjoy what they do because they feel safe and secure.

Leadership and management are satisfactory. The Key Stage 1 leader also has responsibility for the Early Years Foundation Stage and has limited opportunity to monitor. As a result, there is no formally recorded plan identifying future priorities. Staff make every effort to track and assess children's learning but the information is not always used effectively to ensure the next steps are planned effectively, especially for the more able children.

What the school should do to improve further

- Embed the tracking and assessment procedures in Key Stage 1 to gain a sharper picture of pupils' current progress and use this information when planning activities, especially for the more able pupils.
- Improve monitoring in the Early Years Foundation Stage and ensure assessment is used effectively to identify priorities and plan the children's next stage of learning.
- Improve the focus on outcomes in the school's self-evaluation and school development plan and ensure that targets are specific and measurable.

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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?	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	1
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?	3

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	3
How well equality of opportunity is promoted and discrimination eliminated	3
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

16 February 2009

Dear Pupils

Inspection of St John's C of E Primary School, Cliviger, Lancashire,
BB10 4SU

Thank you for the warm welcome you gave the inspectors when we visited you recently. Although we were only in your school for a day, we thoroughly enjoyed meeting you and you gave us a lot of help. You go to a good school and make good progress and leave school with above average standards. We were impressed by your good behaviour and the caring atmosphere that is present in your school. You make a positive contribution to the school's success by your eagerness to answer questions, your hard work and regular attendance. Well done!

Teaching is good and lessons are often interesting. You also have a good range of extra activities, such as visits, visitors and clubs that add excitement to your daily life. Your artwork on display is impressive. The school takes care of you and you know how to keep healthy and safe. You also help others and we were impressed by how much money you raise for those less fortunate than yourselves.

We think you and your teachers could make your school even better. We would like teachers to improve the use of assessment in the Reception class and Years 1 and 2 to make sure that work is always set at just the right level for each of you. We have also asked the school to monitor more closely what is happening in the Reception class and to check that the school's priorities throughout the school are always the best to raise standards.

We are sure you will have many happy memories of your time at school and we wish you well for the future.

Yours faithfully

Jennie Platt and Jean Havard

Inspectors