

Gisburn Road Community Primary School

Inspection report

Unique Reference Number	119265
Local Authority	Lancashire
Inspection number	339394
Inspection dates	8–9 July 2010
Reporting inspector	Geoffrey Yates

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	278
Appropriate authority	The governing body
Chair	Mr Robert Mitchell
Headteacher	Mrs June Banks
Date of previous school inspection	12 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 12 lessons taught by 10 teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress and the school's monitoring, self-evaluation and planning for improvement. The inspectors also analysed 77 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the consistency of pupils' progress as they move through the school
- the effectiveness of the Early Years Foundation Stage
- the use made of assessment information.

Information about the school

This is a slightly-larger-than-average school in which the proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils from minority ethnic groups is below average. The proportion of pupils with special educational needs and/or disabilities is above average, while the proportion with a statement of special educational needs is relatively low. The school is situated just outside the town centre and occupies a split site. The school has gained many awards, including Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils enjoy their education. A major strength is the quality of individual care. As a result, pupils feel safe and achieve well. Behaviour is good, characterised by good manners and pupils' friendly and caring attitudes to one another. Pupils whose circumstances make them vulnerable are supported well and any barriers to learning are dealt with effectively. The headteacher, working in partnership with staff and governors, leads the school well and improvements made since the previous inspection such as the establishment of the children's centre, better links with parents and carers, and recent improvements to the playground have enhanced overall provision. Most parents and carers think highly of the school as demonstrated by their responses in the parents' and carers' questionnaire.

In the Early Years Foundation Stage teaching is good and, as a result, children get off to a good start in the Nursery. This progress is built on in the Reception classes and, as a result, children enter Year 1 working within the expected range. However, the outdoor curriculum for the Reception-age group is not embedded well in all areas of learning. Good teaching and a well-planned, enjoyable curriculum are significant factors in ensuring that pupils make good progress in the rest of the school. For example, information and communication technology (ICT) and opportunities for pupils to develop their writing skills in subjects across the curriculum are both used well to support learning. By the time pupils leave the school their attainment is broadly average, but slightly better in English than in mathematics. The school has recognised rightly that pupils need to be given more opportunities to use and develop their problem-solving skills in mathematics in order to raise standards further.

Assessment procedures and detailed tracking of individuals and all groups of pupils now provide a much more accurate picture of pupils' attainment and progress as they move through the school. However, the use of marking to inform pupils about what they need to do to improve is inconsistent. The school has a clear picture of its strengths and weaknesses, through accurate self-evaluation. The school's leaders and managers are distributed well among staff and all take on their responsibilities enthusiastically. Governors work in close partnership with the headteacher and senior leadership team, providing good support. These strengths, and the school's record of sustained improvement, demonstrate a good capacity to improve further.

What does the school need to do to improve further?

- Provide pupils with more opportunities to use and develop their problem-solving skills in mathematics in order to raise standards.

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- Improve consistency in marking so that pupils have a clearer idea of what they need to do to improve their own work.
- Incorporate all areas of the Early Years Foundation Stage curriculum in the outdoor provision to enhance learning for Reception children.

Outcomes for individuals and groups of pupils

2

Pupils' attitudes to learning are very positive. They work very hard and with great concentration and obvious enjoyment. The good focus on promoting speaking and listening skills helps pupils take a full part in lessons. This is also the case for pupils with special educational needs and/or disabilities. As a result, they are keen to contribute their ideas. Pupils take great pride in the presentation of their work, including the creative use of ICT to improve its impact and quality. In lessons and around the school pupils are well behaved. During the inspection the dress rehearsal for the end-of-term play demonstrated clearly that pupils are confident in what they are asked to do.

Pupils' attendance is average and their punctuality is good. Pupils feel safe at school and pupils from differing backgrounds get on really well together. Most pupils are aware of the value of a balanced diet. There is a good uptake of the sports activities on offer. Pupils have a keen sense of right and wrong and are increasingly able to take on responsibility as 'pupil voice' team members.

Results have improved this year. Many children start school with skills below the expected levels. They make good progress and achieve well. While attainment is broadly average by the end of Year 6, it is slightly better in English than in mathematics. Inspection evidence confirms the school's self-evaluation that pupils do not apply their numeracy skills well when asked to solve mathematical problems. Pupils' overall skills in English and mathematics, coupled with their ability to work together, give them a sound grounding for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good teaching creates a very positive climate for learning. Staff are hard working, enthusiastic and display good subject knowledge. In the most effective lessons first-hand, active learning captures pupils' interest well and they are encouraged to reason and explain their ideas or solutions to problems. For example, older pupils respond remarkably well to the challenge of articulating what a Victorian family picture meant to them. In lessons where progress slows a little, tasks are sometimes too ambitious. Recent adaptations to the assessment systems ensure that progress is regularly checked and any difficulties are quickly identified and addressed. Oral feedback given by teachers is informative, but written feedback in pupils' books does not consistently inform pupils of the next steps they need to take to improve their work.

The curriculum provides a good range of interesting opportunities for learning because of the way teachers increasingly plan links between subjects. This enables literacy and ICT skills, for example, to be linked in a meaningful way. A good feature of the curriculum is the way it is enriched by clubs and activities after school as well as a range of visits and visitors to support learning and boost pupils' personal development and enjoyment.

Care, guidance and support are good and this helps all pupils to achieve success. This includes those whose circumstances make them potentially vulnerable or those who face other challenging circumstances. Parents and carers are especially appreciative of the high quality of care, pupils' enjoyment and the sense of belonging that the school provides. Pupils report that staff are very quick to identify any inappropriate behaviour or concerns and worries pupils may have. Support staff are highly skilled at supporting individual pupils.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

There is a strong shared sense of responsibility and commitment among all staff, which stems from good leadership by the headteacher, deputy headteacher and senior management team. Monitoring and development of teaching and learning is carried out and used to ensure continual improvement. However, monitoring at times is more focused on teaching than on pupils' learning. Governors have a good knowledge of the school's strengths and weaknesses and are fully involved in shaping the direction of the school. Equal opportunities and good partnerships are at the core of all the school's activities and all pupils are helped to succeed. The community suite/children's centre is greatly valued by all members of the community and a valuable asset. Safeguarding procedures are extremely thorough. These are updated frequently and staff are trained regularly. Risk assessments and health and safety procedures are in good order. The school has good provision for promoting community cohesion. As a result, pupils' involvement in the local community is good, although this has not been extended fully to widen their experiences of national and global communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress, achieve well and play extremely happily together. Overall, children join the Early Years Foundation Stage with skills below the levels normally expected. By the end of Reception the majority of children attain within the expected age-related levels, but boys do less well than girls. Children work and play in a

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welcoming and stimulating environment in the Nursery and facilities are very good. In Reception the lack of regular access to an outdoor area limits children's opportunities to develop their knowledge and understanding of the world around them and their physical development. Teaching is enthusiastic and supportive. Children's progress is checked regularly and the outcomes are used to plan activities according to individual children's needs. However, while there is a very good balance of child-initiated activities in the Nursery this is less consistently so in the Reception classes. Children are safe and happy in the nurturing environment. Parents and carers are informed about their children's progress, but some parents and carers would like more information. There are good-quality, effective arrangements for ensuring that children settle quickly and smoothly into their new surroundings. Leadership and management of the Early Years Foundation Stage are good. They provide a good vision for future success.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all questionnaires indicate strong support for all aspects of the school's work, confirming inspectors' judgements that this is a good school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gisburn Road Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 278 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	58	29	38	2	3	0	0
The school keeps my child safe	45	58	27	35	3	4	1	1
The school informs me about my child's progress	42	55	32	42	3	4	0	0
My child is making enough progress at this school	41	53	30	39	5	6	0	0
The teaching is good at this school	49	64	24	31	1	1	1	1
The school helps me to support my child's learning	35	45	38	49	4	5	0	0
The school helps my child to have a healthy lifestyle	38	49	34	44	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	44	37	48	2	3	1	1
The school meets my child's particular needs	37	48	34	44	5	6	1	1
The school deals effectively with unacceptable behaviour	30	39	33	43	7	9	6	8
The school takes account of my suggestions and concerns	32	42	36	47	5	6	4	5
The school is led and managed effectively	36	47	33	43	2	3	5	6
Overall, I am happy with my child's experience at this school	46	60	23	30	6	8	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 July 2010

Dear Pupils

Inspection of Gisburn Road Community Primary School, Barnoldswick, BB18 5JX

Thank you for the very friendly welcome you all gave the inspectors when we visited your school recently. We really enjoyed our time with you and joining you in lessons. I am pleased to tell you that the inspectors agree with your school that you receive a good standard of education. Many of the Year 6 pupils told us how much they were looking forward to taking part in the end-of-term production. We would have loved to have seen it and enjoyed seeing part of the rehearsals.

I agree with you that all the adults working in your school make lessons interesting and that if you need help you get it. You make good progress in your work and attain standards that are as they should be for your age. You work very hard in lessons and behave well; you are very polite. 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 the adult about it. Staff take good care of you. The 'pupil voice' is busy on your behalf and does a good job.

I have asked your school to make sure you are given more opportunities to use your mental arithmetic skills to solve problems in numeracy lessons. There are a couple of other things I have asked your school to do, which are:

- to make sure that when teachers mark your work they provide you with comments that help you to improve your work further
- to try and find more opportunities for children in the Reception classes to develop their learning in the outside areas.

I hope you keep on working hard so you can continue to play a big part in ensuring that your school continues to be successful. Also, keep up your attendance record.

Yours sincerely

Mr Geoffrey Yates

Lead inspector

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