



Bolton by Bowland Church of England Voluntary Aided Primary School

Inspection Report

Unique Reference Number 119688
LEA Lancashire
Inspection number 280634
Inspection dates 12 January 2006 to 12 January 2006
Reporting inspector Mrs Carole Cressey

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

Type of school	Primary	School address	Gisburn Road
School category	Voluntary aided		Bolton-by-Bowland
Age range of pupils	4 to 11		Clitheroe, Lancashire
Gender of pupils	Mixed	Telephone number	01200 447632
Number on roll	41	Fax number	01200 447632
Appropriate authority	The governing body	Chair of governors	Rev Canon David Mewis
Date of previous inspection	1 May 2000	Headteacher	Mrs Kathryn Morris

Age group 4 to 11	Inspection dates 12 January 2006 - 12 January 2006	Inspection number 280634
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This very small primary school is located in the rural village of Bolton by Bowland near Clitheroe. Since the previous inspection the population of the village has changed from being a mainly farming community to a mixture of farming and professional families. At the time of the inspection the headteacher had been in post just over a year. The Victorian building has recently been refurbished to provide a light and spacious modern school. Almost all the pupils are white British and most come from socially advantaged backgrounds. Although the take up of free school meals is much lower than average, there are small pockets of social and emotional disadvantage. The proportion of pupils with learning difficulties or disabilities is well below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Bolton by Bowland is a good school with some outstanding features and it gives good value for money. This inspection judgement matches the school's view of itself. The Christian ethos of the school is central to its success as a caring school that has high aspirations for all its pupils. Pupils are very proud of their school and parents are rightly confident that their children are nurtured within the context of the Christian faith. Personal development is good with some outstanding features. Pupils' behaviour is exemplary and they have very mature attitudes. Pupils' knowledge of their own faith and culture is exceptionally good, but they have fewer opportunities to learn at first hand about understanding of the different cultures found in their neighbouring towns and cities. The quality of the teaching, learning and curriculum is good at every stage. As a result, the pupils achieve well and, by the time they leave the school, they attain standards in English and mathematics which are well above those found nationally. However, standards in writing in Years 1 and 2 are not quite as strong as those in other subjects. The school is well led and managed. A new assessment and recording system has been implemented, but it is not used with sufficient precision to set targets for individual pupils. This is a school that is determined to provide its pupils with the best education it can. It is not limited by its small size but sees this as being beneficial to its pupils and to the life of the village and community it serves. The school is clearly able to raise its high standards even further.

not applicable

What the school should do to improve further

- Use assessment information to set precise, individual targets to help pupils reach the higher levels.
- Provide more opportunities for pupils in Years 1 and 2 to use their writing skills.
- Help pupils to learn more about the different cultures in British society.

Achievement and standards

Grade: 2

The pupils consistently achieve well and reach higher than expected standards. This is a result of consistently good teaching in all year groups. The attainment of children when they first start school is typical for their age. They make good progress and in the Foundation Stage almost all reach the standard expected of them by the time they enter Year 1. In national tests, standards overall at the end of Year 2 are consistently high. However, although standards in writing are above those seen nationally, higher attaining pupils could do even better by having more opportunities to use their writing skills in more lessons. In national tests, Year 6 pupils almost always achieve standards which are above the national average. The school is not complacent about its high standards and is continually striving to improve them even further. Writing and mathematics have been targeted as areas where pupils could achieve even better results. As a result, standards in both subjects are improving even further. Pupils with

emotional or learning difficulties and those with disabilities achieve very well and most reach the expected standard for their age. Looked after children achieve well and frequently reach the higher levels in all subjects.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral and social development is very good. Cultural development is satisfactory. Although attendance is above average, the school is working hard to persuade parents not to take their children out of school for family holidays. The school sees this as part of its strategy to raising standards even further. Pupils are very confident and mature learners who thoroughly enjoy learning. They show outstanding care and a very mature sensitivity to the needs of others both in their own school and in other parts of the world. One boy described how the teacher 'soothed' a fellow classmate who was experiencing emotional problems. Behaviour is exceptionally good. In lessons, pupils are attentive listeners and eager participators. They are keen to be successful learners. Pupils feel safe and well cared for. They are adamant that there is no bullying in the school but are equally certain that if it ever did occur the teachers would deal with it. Pupils are extremely proud of their School Council and its success in managing a budget to improve the playground. Healthy snacks and lunches and the many opportunities to take part in sport and exercise in lessons and at break times ensure that pupils are developing a healthy lifestyle. Pupils have a very strong understanding of their own heritage and Christian faith and culture. However, they do not have enough opportunities to learn at first hand about the different faiths and cultures in British society.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are consistently good throughout the school. There is a good range of practical tasks to engage children in the Foundation Stage. A significant strength of the teaching is the way each lesson is thoughtfully planned to meet the different ages and abilities of the pupils. This is no easy task when there are three or four year groups in one class. However, a good range of practical high quality resources and the excellent use of additional part-time teachers and assistants create highly effective conditions for successful learning. Teachers use the interactive whiteboard well to enable pupils to take an active part in lessons and to demonstrate new skills. In one highly successful lesson, pupils quickly learned how to multiply 3-digit numbers as they watched the teacher show them where they were going wrong. The lesson was fast moving and challenging and, by the end of it, all pupils were much more secure in their learning. The teachers' knowledge of how well the pupils are doing in their work is good. They use this information well to plan work to meet individual needs and set learning outcomes for lessons. However, individual targets are often too general

and pupils are not as clear as they could be on how to improve further to reach the next stage in their learning.

Curriculum and other activities

Grade: 2

The curriculum is good and is underpinned by the school's Christian faith and values. It is imaginatively planned to meet the needs of pupils in a very small school and ensure they make good progress in their learning. The school offers French to all its pupils adding a breadth to their learning which the pupils and their parents value. There is a very strong emphasis on developing pupils' literacy, numeracy and information technology skills. However, the pupils in Years 1 and 2, particularly the high attainers, have too few opportunities to develop their writing skills. Pupils receive a good grounding in personal health and safety and develop a caring attitude to God's creation. Visits and after school clubs are carefully planned to ensure that pupils have all the benefits that larger more urban schools have.

Care, guidance and support

Grade: 2

Pupils achieve well in their personal and academic development because of the excellent care the school provides for them. The procedures for child protection are highly effective. Vulnerable children receive a particularly high level of care and support and as a result become confident and successful learners. Pupils feel very safe in the school and know their teachers value their opinions and will listen to any fears and worries they may experience from time to time.

Teachers track each pupil's academic progress and are beginning to set targets to help pupils improve. However, these targets are not specific enough to provide pupils with the extra guidance they need to become even more successful.

Leadership and management

Grade: 2

Leadership and management are good with some excellent features. The headteacher has very quickly earned the respect of pupils, parents and governors. The views of parents and the diocese are taken into account to help the school establish an informed opinion of its provision and performance. The evaluation of test results and of teaching and learning has enabled strengths and weaknesses to be quickly and accurately identified. The school improvement plan is an excellent working document tightly focused on what needs to be done to bring about change and to continue to raise standards. The governors bring a wide range of skills and experience to the school, as well as great commitment. They share the headteacher's vision to do the best for all pupils and work together to bring about innovation and improvements. One example of this is the excellent way part-time staff and teaching assistants have been employed to provide additional support to pupils and to provide the headteacher with valuable management time. The newly implemented assessment and recording arrangements

provide teachers with a manageable overview of pupils' attainment and progress. The school recognises that the accurate use of these is the key to improving standards even further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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The School Council

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13 January 2006

Dear Children

Thank you so much for being so friendly and welcoming when I visited your school a short while ago. I so enjoyed talking with you and your teachers. I could see that you enjoy your lessons and work hard in English and mathematics. I was particularly pleased to see how well you behaved and how very kind you are to other children in your school. I loved your new playground marking especially when I heard that your school council had provided some of the money and designed the layout. I think you are very lucky to go to such a good school where your headteacher and teachers work so hard to help you learn.

There are only a few things I have asked your teachers to do to make the school even better.

To tell you how you can improve your work even further.

To help you learn more about the lives of other children who live in Britain.

Do you remember when we talked together; you had some really good ideas on how you could learn about the lives of other children? You suggested using the Internet to e-mail letters and digital photographs and, most exciting of all, setting up your web cam so you could see and chat in 'real' time. Perhaps you should share these ideas with your teachers, I am sure they will be able to help you set it all up

I know you will enjoy learning new things and I hope you will always enjoy school and that it will help you to become happy, sensible and successful adults.

Best wishes

Carole Cressey

(Lead Inspector)