



# Whalley Church of England Primary School

## Inspection Report

**Unique Reference Number** 119429  
**Local Authority** Lancashire  
**Inspection number** 291416  
**Inspection date** 6 February 2007  
**Reporting inspector** Kathleen McArthur

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

<b>Type of school</b>	Primary	<b>School address</b>	Church Lane
<b>School category</b>	Voluntary aided		Whalley, Clitheroe
<b>Age range of pupils</b>	4-11		Lancashire, BB7 9SY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01254 823348
<b>Number on roll (school)</b>	270	<b>Fax number</b>	01254 825947
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr David Borland OBE
		<b>Headteacher</b>	Mr Brian Beresford
<b>Date of previous school inspection</b>	1 March 2001		

<b>Age group</b> 4-11	<b>Inspection date</b> 6 February 2007	<b>Inspection number</b> 291416
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

Whalley CE Primary School is a little larger than most primary schools. Most pupils live in the village, and very few receive free school meals. Nearly all the pupils are of White British heritage, and all speak English as their first language. The proportion of pupils with learning difficulties and disabilities is below average. On entry to Reception class, children's attainment is above that typical for their age. New classrooms have been added since the previous inspection to accommodate a considerable increase in pupil numbers.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where pupils thrive in the caring ethos based on 'Responsibility and Respect'. One boy spoke for them all saying, 'It's a lovely school.' The school evaluated its overall effectiveness and capacity for further improvement very accurately. Outstanding leadership, high quality teaching and learning together with a stimulating, enriching curriculum meets the needs of all pupils and results in excellent progress and high academic standards.

Very good provision in the Foundation Stage gets children off to a flying start, with many exceeding the expected levels by the end of Reception class. Pupils' achievement is outstanding. In 2006, results in English, mathematics and science placed the school in the top 5% of schools nationally. Standards in all other subjects are good. Despite large year groups due to the school's popularity, results show that achievement and progress are not adversely affected. Excellent systems for monitoring progress ensure that any underachievement is quickly identified and tackled.

Parents are overwhelmingly supportive of the school; rightly believing their children receive excellent care and support. One commented, 'The school is a welcoming, friendly place with a caring, family atmosphere.' Pupils become confident, sensible and mature. They make informed choices to keep themselves safe and healthy. The school's Christian ethos shines through pupils' very high levels of concern for the needs of others in school and in the wider community. This is demonstrated in the active links with a children's orphanage in Tanzania and in charity work. Pupils have opportunities for decision-making through the school council, and show a strong sense of responsibility for their environment; for example, recycling and composting fruit and vegetable leftovers for the school garden. High academic standards, very good social skills and respect for other cultures ensure that pupils are very well prepared for their future.

The leadership of the headteacher is inspirational. With excellent support from the senior managers and governors, he has established a strong, dedicated staff team committed to providing the highest quality academic and personal education for each child. There has been an outstanding improvement since the previous inspection, particularly in standards and achievement and there is an outstanding capacity to maintain the current high quality of provision in future. The school gives excellent value for money.

### What the school should do to improve further

- There are no significant areas for improvement.

## Achievement and standards

### Grade: 1

Pupils' achievement is outstanding and standards are high throughout the school due to very high quality teaching. From an above average level of attainment when they

start school, children progress rapidly and often exceed the early learning goals by the end of Reception. Progress is very good through Key Stage 1, and in 2006 standards were well above average in reading, writing and mathematics, with an above average proportion exceeding the expectations for their age. Progress is closely monitored and actions swiftly implemented to overcome any underachievement; for example, to boost standards of boys' writing in Key Stage 1. By the end of Year 6, sustained high achievement ensures standards are very high, with a significantly large proportion exceeding the expectations for their age. Results have been consistently very high over time, and the 2006 results placed the school in the top 5% nationally. Standards are good in all other subjects, including information and communications technology (ICT). Very good provision for pupils with learning difficulties and disabilities ensures that they progress very well in relation to their starting points.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding, as is their spiritual, moral, social and cultural development, rooted in the school's strong Christian ethos. Pupils show a real thrill in learning. Reception children were enthralled to see a tiny baby being fed and whispered their questions in order not to disturb him. Pupils study world religions, and ministers from all the local faith groups are regular visitors. Attendance and punctuality are good because pupils enjoy coming to school. They clearly understand how to be healthy, and are enthusiastic about participating in physical and sporting activities. Pupils live up to the motto, 'Responsibility and Respect' by behaving very well and showing a clear sense of right and wrong. They say bullying is not a problem, and are confident to seek help from any member of staff. Very high levels of consideration for each other and those less fortunate than themselves are evident, and pupils proudly said, 'We raise lots of money for charities.' They eagerly engage in the recycling project and are looking forward to their first crops in the school garden. The school has on-going international links with a children's orphanage in Tanzania, and exchange visits with a school in Blackburn, gaining first-hand awareness of very different lifestyles and cultures. Music, dramatic performance and art feature strongly on the curriculum and very effectively enhance pupils' social and cultural development.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The outstanding quality of teaching and learning throughout the school ensures that pupils achieve very high standards. Very strong, supportive relationships at all levels make a big contribution to pupils' achievement, giving them confidence and belief that they can succeed. Lessons are well planned and organised. Good use of appropriate resources, including the interactive whiteboards, engages pupils' attention effectively. The development of 'focus groups' is an innovative response to large year groups so

pupils work in smaller classes closely targeted to their needs. Younger pupils particularly enjoy practical investigations and Year 2 pupils progressed rapidly in their ability to read scales by weighing different sized packets of food. The pace of lessons moves along swiftly, and staff skilfully target questions to all abilities and genders, so pupils concentrate fully and work hard. Assessment information is used very effectively in lesson planning and to direct extra help where needed.

## **Curriculum and other activities**

### **Grade: 1**

The outstanding curriculum fully meets the learning and personal developmental needs of all pupils. Excellent provision in the Foundation Stage, gives children an excellent foundation for future learning. In Key Stages 1 and 2, literacy, numeracy and ICT skills are taught very well and equip pupils for their future. Imaginative planning, for example by providing a themed Science Week, coupled with making links between subjects make learning really meaningful, enjoyable and interesting. Innovative role play for Years 3 and 4 enhance classroom learning in a collaborative and creative way; for example, by enhancing studies of the Greeks and the Egyptians. The many opportunities for curriculum enrichment outside lessons, including a very good range of clubs and the very good use of visitors and educational visits, impacts very positively on standards.

## **Care, guidance and support**

### **Grade: 1**

Outstanding provision for pupils' care, guidance and support ensures that they achieve very well. Procedures for safeguarding pupils are very thorough and fully meet current requirements. The school works very well with all local agencies, particularly to provide very good support for pupils with learning difficulties and disabilities. Very good arrangements including visits and links with local pre-school providers ensure that children start school happily. The school has successfully improved transition between key stages so there is no disruption to pupils' learning. Good arrangements with all local secondary schools ensure that pupils move confidently to their next stage of education. All staff know their pupils well, and the high quality of relationships make pupils feel secure, valued and effectively increases their self-esteem. Excellent assessment systems give staff a very clear picture of how well their pupils are progressing. They provide valuable information for planning learning for pupils of all abilities, including those who are gifted and talented. Pupils are involved in evaluating how well they are doing and know how to improve their work.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. One parent described the headteacher as 'fantastic' and he has the overwhelming support of parents and pupils. His inspirational leadership and vision for continued school improvement firmly rooted in the Christian ethos is shared by the very strong senior leadership team, staff and the

governors. Together, they form a dedicated team, thoroughly committed to offer equal opportunities for all pupils to receive the best possible quality of education. The role of subject leaders is good and in the process of further development to enable them to make an even greater contribution to raising standards. Very good governance led by an outstanding chairperson provides a high level of informed challenge and support for the work of the school. Governors ensure that the school is not complacent. Tightly focussed improvement plans look ahead to further developments planned for future years. Arrangements for staff performance management are excellent, and link very closely to development plans. Very shrewd management of the budget has ensured the school is well staffed and resourced, and the building suitably upgraded to meet current educational requirements.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
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 performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

## Text from letter to pupils explaining the findings of the inspection

Whalley Church of England Primary School

Church Lane

Whalley

Clitheroe

Lancashire

BB7 9SY

7 February 2007

Dear Pupils

Thank you for making me so welcome when I visited your school. Everyone I met was really polite, friendly and helpful. I enjoyed my day with you very much and would like to tell you what I found out.

You go to an outstanding school. I could tell how much you like school, and how happy, safe and secure you feel. You behave very well, move around the school sensibly and really work hard. I was very impressed by the high standards of your work and the excellent progress you make from Reception to Year 6. It was good to see such neat and tidy books, and your art work displayed on the walls makes the school very bright and attractive. You told me you really enjoy all the extra activities, sports and clubs.

The school cares for you really well, and it was good to see how you care for each other. You are right to be proud of the work you do for charity. You particularly like the beautiful school grounds and your recycling project to make compost for the school garden shows your concern for your environment. I know you understand that it is important to look after your health, and are keen to join in sports and games. I am sure you will be able to use the Adventure Playground more often during the spring and summer. The visit by the children from Bethany in Tanzania helped you understand how they live and learn in a very different culture.

You have an exceptional headteacher and really good teachers and school governors. They work very hard to help you to do so well by making sure your learning is really interesting.

There are no really important things to improve at your school. I know the school council are helping with plans to make the grounds even better. You can help your school by continuing to work hard, enjoying school and building on your successes.

With my very best wishes to you all

Yours sincerely

Mrs K McArthur

Lead Inspector