

# Great Harwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	119162
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358505
<b>Inspection dates</b>	7–8 February 2011
<b>Reporting inspector</b>	Michael Hewlett

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	290
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Pam Russo
<b>Headteacher</b>	Mrs Zoe Turner
<b>Date of previous school inspection</b>	19 June 2008
<b>School address</b>	Rushton Street Great Harwood, Blackburn Lancashire BB6 7JQ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed 12 teachers. Inspectors held meetings with members of the governing body, staff and parents and carers and talked with pupils. They observed the school's work and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined 10 questionnaires from parents and carers, as well as those from pupils and staff.

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

- How well-embedded improvements are, particularly in English and mathematics.
- Whether teaching consistently meets the needs of all groups of pupils.
- Reportedly strong aspects of the school.
- Whether leaders have an accurate view of the school's performance.

## Information about the school

This school is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is broadly average. The majority of pupils come from minority ethnic backgrounds, mainly of Pakistani heritage. Two thirds of this group speak English as an additional language. The remaining pupils, almost half, are of White British heritage. A larger-than-average proportion of pupils has special educational needs and/or disabilities. The school has gained Healthy School status.

There is a Children's Centre on the school site which is the subject of a separate inspection.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Great Harwood Primary is a satisfactory school. There are good elements to its work that have developed since its last inspection. Uppermost is the strong start children make in the Early Years Foundation Stage. Other strengths include pupils' good behaviour and their well-developed knowledge of how to live safely.

Pupils learn and progress satisfactorily from generally well-below expected starting points. The school has worked effectively to eliminate some prior underachievement, particularly in mathematics. There has also been a successful key focus on improving pupils' writing. Latest test scores and pupils' current work show an upward trend in attainment in English and mathematics and clear improvement. Skilful support ensures those pupils with special educational needs and/or disabilities make good progress and the gap is closing. Although inconsistencies remain in the quality of teaching which restrict the pace of pupils' overall progress, it is securely satisfactory and accelerating. Predictions and current data indicate that these improvements are being satisfactorily maintained.

The school engages well with parents and carers and establishes strong partnerships with outside agencies. These give good support to pupils' learning and well-being and complement the school's own work. The school has a well-deserved reputation for the good pastoral care it provides to all pupils. Parents and carers hold the school in high regard. They typically comment, 'This is a school where we know our children are well cared for'.

The school has a broadly accurate view of its strengths and weaknesses. Leaders and managers have worked effectively over the recent past to improve the school and these actions are showing positive impacts. Consequently, there is satisfactory capacity for further improvement. The supportive governing body is routinely involved in school life. However, leaders, managers and the governing body do not yet monitor and evaluate the school's performance with enough rigour to ensure accelerated progress.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise attainment in English and mathematics by:
  - placing a greater focus on the quality of pupils' learning
  - ensuring the quality of teaching is consistently good or better
  - matching work more accurately to pupils' needs.
- Improve the quality of monitoring and evaluation by:

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- ensuring all leaders and managers are involved in rigorous and accurate assessment of the school's performance
- implementing development priorities so that pupils make the best possible progress and current improvements are sustained and accelerated
- developing the role of the governing body so that it is able to challenge the school's performance more effectively and so ensure that weaknesses are tackled and improvements made and maintained.

## **Outcomes for individuals and groups of pupils**

**3**

Pupils are enthusiastic about school and clearly enjoy their learning. Their achievement remains satisfactory overall. They settle quickly to their work and agree that teachers do their best to make learning fun, 'It's not too hard or easy but just about right'. Pupils are keen to contribute in lessons as they respond with confidence to questions. Support for the different groups of pupils represented in the school, including those learning English as an additional language, is effective and well-organised resulting in pupils achieving satisfactorily. Pupils with special educational needs and/or disabilities achieve well, making good progress from their starting points. They benefit from purposeful and often practical activities with the guidance of knowledgeable support staff and teachers. The school's focus on mathematics is paying dividends as attainment continues to rise.

Pupils behave well and say that 'the school is a friendly place'. They understand how to stay healthy, say they feel safe in school and know who to turn to with problems. Pupils enjoy taking on responsibility around school and in the community. For example, school council members proudly represented their classmates as they explained to a local councillor how their area could be improved. A large majority of pupils are punctual. Increasing numbers of pupils are attending more regularly so that attendance levels are broadly average overall.

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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

In good lessons, teachers' plans show how pupils are to achieve the objectives set. They assess pupils' progress towards these as the lesson unfolds. They also move pupils' learning on at a rapid pace while ensuring that the different groups represented in the class receive appropriate levels of challenge throughout. However, some inconsistencies in approach and expectation remain through the school, resulting in slower progress. In these more ordinary lessons, there is insufficient focus on exactly what it is that pupils are learning and tasks are not always matched well enough to pupils' ability. For example, in some there is an over-reliance on worksheet activities which do not challenge or extend pupils' learning. Lessons satisfactorily meet the needs of all groups of pupils, including those learning English as an additional language. Better provision is offered to pupils with special educational needs and/or disabilities which explains why they achieve well. Skilful support staff are deployed effectively to help them and to liaise with parents and carers, who appreciate this level of involvement.

Increasing links between curriculum subjects help to bring learning to life for pupils. For example, a history topic on the Tudors brought together art, music and drama and enabled pupils to apply their skills in all of these areas. There are satisfactory opportunities for enrichment both in and out of school. Many of the improvements in the curriculum are new and it is too soon to evaluate their full impact. In most classrooms, computers are used well and are effective tools for learning and research.

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Strong care, guidance and support for pupils are at the heart of the school's work. Consistent behaviour management by adults ensures that pupils are keenly aware of their high expectations. Parents remark that 'the school enables children with special educational needs to thrive'. There is a good programme to welcome new pupils to the school and another to help them as they transfer to local secondary schools. Home/school staff successfully encourage parents and carers to send their children to school regularly and to access the school's resources to enhance their own learning. This has resulted in improved attendance levels for pupils and the growing confidence of parents and carers to work with the school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher and deputy headteacher form an effective partnership. Along with other senior leaders and managers, they demonstrate satisfactory ambition and drive for improvement. The impact of this is most clearly seen in pupils' rising attainment following improvements in some of the teaching. The clear focus on improving provision in the Early Years Foundation Stage is also bearing fruit. Senior leaders do know how well the school is performing overall despite some elements of overly positive evaluation. However, leaders' monitoring of the school's performance, including the quality of teaching, learning and other priorities, sometimes lacks rigour and accuracy. The governing body does not offer enough robust challenge to school leaders. These factors restrict the potential rate of improvement across all areas of the school's work.

The satisfactory governing body supports the school in its work. Longstanding and newly-elected members provide effective links with the local community. The school has an appropriate understanding of community cohesion and the local context. Leaders, managers and the governing body ensure that the school promotes safeguarding and follows safer recruitment guidelines well. Detailed records are maintained and the school is quick to remedy any identified areas of concern.

Adults promote equality of opportunity and tackle discrimination satisfactorily so that all groups of pupils make at least satisfactory progress. There is close attention to the views of parents, carers and pupils who are encouraged to complete regular surveys about many different aspects of school life, both academic and pastoral. Staff effectively encourage parents and carers to become more involved in their children's learning. The school's website is a valuable means of sharing information and keeping parents informed. Similarly, there are strong partnerships with other organisations that enhance the school's own provision. The school continues to provide satisfactory value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage and make good progress. This is particularly so in relation to their personal, social and emotional skills. In 2010, a far larger proportion of children achieved a good level of development than in the past. As a result, outcomes were close to the national average although children's performance in language and literacy remains lower.

Children make good progress as a result of good teaching and staff who provide them with challenging and exciting activities. They make good strides in improving their language skills. This is because there is a strong emphasis on providing regular opportunities for children to discuss what they are doing and they are given clear boundaries and expectations. Children's personal development and behaviour is good. They play together happily and they have warm, friendly relationships with adults and with each other. Importantly, they are motivated to enjoy learning by being given tasks that challenge and keep them actively involved. For example, they take great pride in retelling stories they have heard using puppets to represent each of the characters.

Leadership of the Early Years Foundation Stage is good. The leader has introduced a varied curriculum that takes full advantage of the attractive environment and provides a good balance between adult- and child-directed activities. Parents praise the care their children receive and also appreciate the sensitive induction process. Children's welfare and progress are carefully monitored and all aspects of safeguarding are in place.



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*These are the grades for the Early Years Foundation Stage*

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

## Views of parents and carers

Very few parents and carers returned the inspection questionnaire, below the national average response. Of those who did, almost all parents and carers value the welcoming and safe school environment. This feedback reflects that gathered by the school from its own surveys. Within the small number of negative comments received, there was no underlying pattern. In their questionnaire responses, a few parents and carers signalled concern over the information they receive and how the school deals with unacceptable behaviour. During the inspection, inspectors scrutinised the school's communication systems and procedures with regard to the management of behaviour. Discussions were also held with pupils. Inspectors' conclusions are contained in the body of this report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Great Harwood 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 10 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	40	6	60	0	0	0	0
The school keeps my child safe	6	60	4	40	0	0	0	0
My school informs me about my child's progress	5	50	4	40	1	10	0	0
My child is making enough progress at this school	3	30	7	70	0	0	0	0
The teaching is good at this school	6	60	4	40	0	0	0	0
The school helps me to support my child's learning	2	20	8	80	0	0	0	0
The school helps my child to have a healthy lifestyle	4	40	6	60	0	0	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)	3	30	7	70	0	0	0	0
The school meets my child's particular needs	3	30	6	60	0	0	0	0
The school deals effectively with unacceptable behaviour	4	40	4	40	1	10	0	0
The school takes account of my suggestions and concerns	2	20	6	60	1	10	0	0
The school is led and managed effectively	5	50	3	30	0	0	0	0
Overall, I am happy with my child's experience at this school	6	60	4	40	0	0	0	0

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



8 February 2011

Dear Pupils

**Inspection of Great Harwood Primary School, Blackburn, BB6 7JQ**

Thank you for your friendly welcome when we inspected your school recently. We appreciate the time you spent talking to us and showing us your work. We were particularly impressed by how much you enjoy school and by your good behaviour.

We judge that Great Harwood Primary School is a satisfactory school. The headteacher, staff and governing body do some things well but we have identified other things that need to improve. You are beginning to reach higher standards now and learn and progress satisfactorily. All the adults take good care of you and know you all well. You told us that they keep you safe, make sure you are aware of hazards and that you know how to live healthily. You enjoy making a contribution to the local community as well as to the school which is good to see. Children in the Early Years Foundation Stage get off to a good start in their schooling.

We have asked the adults to do a number of things to improve your school. Firstly, we want them to help to raise your attainment in English and mathematics. We also asked them to improve the way they check how well all of you are performing. You can help by trying hard with all your work.

We send you our very best wishes for the future.

Yours sincerely

Mr Michael Hewlett

Lead inspector

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