

Haslingden Primary School

Inspection report

Unique Reference Number	119194
Local Authority	Lancashire
Inspection number	358513
Inspection dates	4–5 November 2010
Reporting inspector	Kevin Johnson

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	372
Appropriate authority	The governing body
Chair	Mr Philip Rawlinson
Headteacher	Mrs Julie Burnside
Date of previous school inspection	11 December 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 19 lessons and saw 19 teachers. Meetings were held with parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work and looked at samples of pupils' work, national test data and the school's own assessments, policies and governors minutes, curriculum information and safeguarding documentation. Eighty four questionnaires from parents and carers were scrutinised as well as a sample of pupils' questionnaires.

- Do pupils who speak English as an additional language make sufficient progress?
- Is there good quality of care for pupils with special educational needs and/or disabilities?
- What is the impact of teaching on the progress of pupils in the Early Years Foundation Stage and Years 1 and 2?

Information about the school

This is a larger-than-average-sized primary school. Its Trust status means that it works in close partnership with other local schools and businesses. A high proportion of pupils are from Asian or Asian British backgrounds, many of whom speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The school is currently piloting a specially funded unit, as part of the school, for up to 16 pupils with specific emotional/behavioural needs. A higher-than-average proportion of pupils is known to be eligible for free school meals. The school provides before- and after-school care on site. Full International School status and Healthy School status have been achieved as well as several awards related to curriculum provision.

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. The headteacher's strong leadership and dedicated support from staff and the governing body have helped the school to build on its strengths, maintain its outstanding quality of care and improve pupils' progress. Attainment at both key stages is showing improvement, due to more effective teaching as a result of the improved use of assessment information. Leaders have gained an accurate view of the school's effectiveness and amply demonstrate a good capacity for sustained improvement.

Children's abilities overall are well below expectations for their age when they enter Reception. Communication, language and literacy skills, in particular, are at a very early stage of development. An increasing number of children speak English as an additional language. Good progress is made in the Early Years Foundation Stage. Improved provision in Key Stage 1 means that this is built upon effectively and is evident in rising standards. Good progress continues in Years 3 to 6 so that overall, pupils achieve well and attain broadly average standards in English, mathematics and science by the end of Year 6. The school recognises, nevertheless, that attainment in writing, particularly for the more able pupils, has some way to go to match levels in other subjects. Pupils who speak English as an additional language progress well. Their stages of English language acquisition are quickly assessed and there is good bilingual support where it is needed. Pupils with special educational needs and/or disabilities also make good progress from their relative starting points. Well planned programmes of additional support run smoothly due to the skilled and sensitive help from teachers and well trained teaching assistants. The successful integration in the school of pupils with specific learning needs is a clear measure of the outstanding inclusive care and support which the school provides.

Pupils' spiritual, moral, social and cultural development is good. Pupils enjoy school and are hard working in lessons. Their awareness and tolerance of different cultures is a strong feature of their personal development. Pupils' contribution to the school and wider community is outstanding, as is their understanding of what it means to maintain healthy lifestyles. They have a good understanding of how to keep themselves safe. A well planned and varied curriculum promotes good levels of enjoyment. Learning is enriched by an extensive selection of seasonal sports and other after-school clubs throughout the year. Teaching is good or better in the large majority of lessons but a few pockets of satisfactory teaching means that the pace of learning and progress is not fully consistent.

The school's belief that, 'everyone is a leader' underpins the energy and drive for improvement which is evident in the school. All staff members understand clearly how they are accountable for improving standards, the quality of care and for maintaining their outstanding promotion of community cohesion. Governors provide good support and challenge for the school in equal measure. Leadership benefits greatly from opportunities

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generated through the exceptional partnerships established with schools, businesses and parents as a Trust school.

What does the school need to do to improve further?

- Raise the small amount of satisfactory teaching to good or better, by:
 - ensuring that tasks always precisely match pupils' varying needs
 - making sure that success criteria for lessons are clear to pupils.
- Raise attainment in writing across the school, by:
 - making sure that the more able pupils are always sufficiently challenged.

Outcomes for individuals and groups of pupils

2

Good quality learning stems from pupils' good behaviour and attitudes. They practise and apply skills well in lessons, for example, when measuring areas and perimeters in the playground or building and testing their Anderson shelters as a follow-up in history lessons. This practical application enthuses pupils because it has a clear purpose and significantly contributes to their good achievement and enjoyment of learning. Pupils work well in small groups to discuss and solve problems and are increasingly expected to assess and improve their own work.

Broadly average attainment at the end of Year 6 represents good progress and achievement from well below expected starting points. The school is focused on improving writing, particularly the challenge to raise the number of pupils achieving the higher Level 5. Attainment at the end of Year 2 shows the beginning of an upward trend, due to improved provision, with more pupils reaching the expected level in reading and mathematics. Writing, however, is recognised by the school as an area for improvement. Well tailored and effective support for all groups of pupils, including those who speak English as an additional language and those who have special educational needs and/or disabilities, ensures that they achieve well. Pupils who attend the special unit are well supported and make good progress towards their individual targets.

Pupils are polite and well mannered. They are enthusiastic and proud of their school. They say they feel safe in the care of adults in school and have excellent awareness of what might be unsafe situations. Their contribution, through the school council, eco-club and by carrying out their day-to-day duties, which help things to run smoothly, is outstanding. Pupils show a great deal of enterprise, for example, when raising funds for the recent Pakistan disaster appeal, and are well able to work collaboratively. With these skills and their above average attendance pupils are well placed to move on to the next stages of their education. All staff are committed to nurturing healthy lifestyles and are fully aware of what is needed. As a consequence, there is a flourishing school allotment and gardening club and very good attendance at sports clubs.

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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

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
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Good teaching, based on accurate and mostly well-used assessment information, provides for pupils' good learning. The most effective lessons take full account of pupils' different abilities and stages of learning and match tasks accurately to those needs, using a variety of methods and resources. Pupils are fully engaged and work purposefully in applying what they already know to new challenges. Teaching assistants are a valued part of the team and work skilfully alongside teachers to make sure that individuals and groups of pupils have the help they need. Teachers' subject knowledge is good and technology is used effectively to help bring lessons to life. In a small number of lessons the pace of learning is slow because there is too little difference between teachers' expectations of the most and the least able pupils and work is not well matched to their needs. Sometimes pupils are not sure what is expected of them and of the criteria being used to judge success.

There has been good curriculum development since the last inspection, arising out of a restructuring of staff responsibilities. The teaching of Spanish has become established and there are many enriching activities whereby pupils can foster their different skills and interests. A popular initiative is the half-termly themed weeks that allow all pupils needs to be met through exciting opportunities to apply what they know and can do. The curriculum is coherent and well balanced with good focus on essential literacy, numeracy and information and communication technology skills.

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Pupils endorse the overwhelming view of parents and carers that the school provides outstanding care and support. Family support, often for those in challenging circumstances, is exceptional, and this has a major impact on attendance, which has risen rapidly over the past year. The school works very closely with Social Services and other agencies to ensure well targeted support for pupils' physical and emotional well-being. Pupils are known as individuals and are confident that help is at hand when they need it. Parents are very appreciative of the additional before- and after-school care provided.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The single focus of leaders at all levels is on continuous improvement. To that end, leadership is effectively distributed so that all are clearly enabled to fulfil their roles and contribute to the process of self-evaluation. Work with trust school partners, and business partners, broadens the dimension and expertise of the leadership team and enables leadership initiatives to be shared more widely with other schools. Governors are very watchful over the school's progress, know the strengths and weaknesses, and see the benefits of their challenge in improved standards and quality of provision. Equality of opportunity is promoted strongly and discrimination, in all of its forms, is challenged. Ambitious targets reflect leaders' high expectations. Procedures for the safeguarding of pupils are good with only a few minor administrative issues to resolve. Highly successful promotion of community cohesion has enhanced links with parents and carers and given the school a very high profile within the local community. Excellent work with school communities in Kenya and South Africa, in particular, are a poignant reminder for pupils of the diversity of lifestyles across the globe.

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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	1
The effectiveness of partnerships in promoting learning and well-being	1
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	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children are generally well below the typically expected stages of learning and development when they start their Reception Year. Due to good leadership and well-managed provision they make good progress and most work at average levels in most areas of learning when they enter Year 1. Language skills, particularly writing, are still at a lower stage of development. There is a good early focus on linking letters and sounds. This benefits especially, children who speak English as an additional language, helping to build their confidence. There is a good balance between activities led by teachers and those which children choose for themselves. Outdoor space is used well, in all weathers, to allow children to practise and build upon what they learn in the classroom. There are very good relationships between adults and children. Consequently, children feel safe and confident. They respond well to staff, behave well and quickly develop the learning skills they need. Provision for children's welfare is good. There are very secure and supportive links with parents and carers. Staff make good use of observations and assessment information to plan the next steps in learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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	2

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Stage

Views of parents and carers

A large majority of parents and carers returned questionnaires. In addition, a group of parents and carers attended a discussion with inspectors. Their overwhelming view of the school is highly positive. Parents typically comment on how well their children progress and on the commitment shown by staff. A very small number of parents raised concerns about the way the school deals with incidents of bullying. These were investigated by inspectors and discussed with school leaders.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haslingden 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 372 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	57	36	43	0	0	0	0
The school keeps my child safe	45	54	35	42	1	1	2	2
My school informs me about my child's progress	34	40	49	58	1	1	0	0
My child is making enough progress at this school	38	45	42	50	4	5	0	0
The teaching is good at this school	45	54	37	44	2	2	0	0
The school helps me to support my child's learning	40	48	39	46	2	2	0	0
The school helps my child to have a healthy lifestyle	36	43	45	54	1	1	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)	31	37	46	55	2	2	0	0
The school meets my child's particular needs	34	40	44	52	2	2	2	2
The school deals effectively with unacceptable behaviour	38	45	34	40	6	7	3	4
The school takes account of my suggestions and concerns	25	30	50	60	2	2	3	4
The school is led and managed effectively	32	38	45	54	2	2	3	4
Overall, I am happy with my child's experience at this school	41	49	38	45	3	4	2	2

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. 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 pupils' 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.



8 November 2010

Dear Pupils

Inspection of Haslingden Primary School, Rossendale BB4 4BJ

Thank you very much for making me and my colleagues feel so welcome when we came to inspect your school recently. We enjoyed talking to you and finding out about all the things you enjoy. We were all impressed by your good manners and behaviour and were delighted to see how much your attendance has improved. Well done! That is most important, so do keep it up.

Haslingden Primary is a good school. You work hard and make good progress. You reach average standards overall in English, mathematics and science, but the standard you reach in writing could be better. We agree with you that your lessons are fun. Your teachers work hard to make them so. The grown-ups in school take excellent care of you and there are lots of exciting things for you to enjoy.

Even though you have a good school, there are things which will help to make it better, so, I have asked your headteacher and teachers to do two things. The first is to make all lessons as good as the best by matching the work exactly to what you need to learn and making sure you know how to succeed in the lesson. Second, to improve your attainment in writing, by making sure that you are challenged to achieve to the very best of your ability. Especially those of you who find learning easier.

Yours sincerely

Mr Kevin Johnson

Lead inspector

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