# Trawden Forest Primary School

Inspection report

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| **Unique Reference Number** | 119180 |
| **Local Authority** | Lancashire |
| **Inspection number** | 358510 |
| **Inspection dates** | 8–9 November 2010 |
| **Reporting inspector** | Naomi Taylor |

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

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| **Type of school** | Primary |
| **School category** | Community |
| **Age range of pupils** | 4–11 |
| **Gender of pupils** | Mixed |
| **Number of pupils on the school roll** | 156 |
| **Appropriate authority** | The governing body |
| **Chair** | Mr Dominic Lee |
| **Headteacher** | Mrs Kendra Allen |
| **Date of previous school inspection** | 12 February 2008 |
| **School address** | Dean Street<br>Trawden, Colne<br>Lancashire BB8 8RN |
| **Telephone number** | 01282 865242 |
| **Fax number** | 07092 315941 |
| **Email address** | head@trawden.lancs.sch.uk |

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# Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons and observed the work of nine teachers. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work and looked at a range of documentation, including pupils' work, monitoring and assessment records, minutes of the governing body's meetings, school improvement planning and curriculum and lesson plans. They analysed 81 questionnaires from parents and carers, together with a sample from staff and pupils.

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

- How the information on pupils' progress is used to ensure that all pupils are fully challenged in lessons, particularly the more able.
- The extent to which the curriculum provides opportunities to develop literacy and numeracy skills. In particular, the strategies used to address improvement needed in boys' writing and for girls in mathematics.
- The effectiveness, and use of, the outdoor learning space for children in the Early Years Foundation Stage.
- How effective the leadership and management is at all levels, and whether staff are suitably skilled and rigorous enough to drive improvement.

# Information about the school

This is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is below average, as is the number of pupils with special educational needs and/or disabilities. Most pupils are White British but there is a small proportion from minority ethnic backgrounds. The number of pupils who speak English as a second language is well below national average. The school is an Eco-school. It has the Artsmark award in recognition of the opportunities for children in the arts and particularly music, and a Lancashire County Council Sports Award. Due to the recent retirement of the Headteacher an Associate Headteacher has recently been appointed.

**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. Attainment is average. From starting points that are generally below those expected for their age pupils make good headway by the time they leave school. The quality of work seen in lessons shows that progress is good for all groups, including those with special educational needs and/or disabilities.

The quality of pupils' contributions to the school and wider community is outstanding. Their behaviour is exemplary: they are supportive and considerate to each other and to the adults around them. Older pupils take on many responsibilities and are very proactive in their support of children who are less fortunate than themselves in this country and abroad. They are extremely polite and respectful and actively encourage and help each other around the school. All pupils are involved in the extensive extra-curricular activities which make a major contribution to pupils' personal and social development and their enjoyment of school. There is a strong track record of success in local music and sports competitions. The school's promotion of community cohesion is outstanding. Pupils gain an excellent understanding of communities and cultures that are different to their own. They have many opportunities to engage with pupils from wider ethnic communities, through arts and sporting links and through communications with 'e-pals' in many different countries. The good care and support afforded to all pupils ensures they feel part of a family community where they are respected and valued.

Teaching is predominantly good. Most lessons are well paced and teachers' knowledgeable and clear explanations extend pupils' understanding well. In a few lessons the pace of learning is slower when the class is taught altogether and then the more able have fewer opportunities to learn independently and find out things for themselves. There is thorough tracking and monitoring of pupils' learning. However, this assessment information is not always used precisely enough to plan lessons so that all pupils are challenged, particularly the more able. Pupils do not always fully understand the levels at which they are working and what they need to do to improve further.

There have been significant improvements made since the last inspection. The recent appointment of the associate headteacher has already brought about positive links with staff from another school. Self evaluation by staff, governors and the new associate headteacher is effective and leads to well focused areas for improvement. This clearly demonstrates the school's good capacity for improvement. In order to sustain the trend of school improvement, the school is planning to explore opportunities for staff to further enhance their leadership skills so they play an even greater part in leading whole school improvement initiatives.

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

- Improve the quality of teaching and learning and use of assessment by:
  - making more precise use of assessment information to plan lessons appropriately and ensure all pupils are continually challenged, particularly the more able
  - ensuring systems are in place so that pupils know how well they are doing and what they need to do to improve
  - increasing the opportunities for sharing best practice through well focused staff development.
- Enhance the leadership and management skills of middle and senior leaders and other staff, so they play an even greater part in leading whole school improvement initiatives.

## Outcomes for individuals and groups of pupils 2

Pupils enjoy their work and make good progress. The vast majority attend school regularly and participate in the extensive range of enrichment activities. They work well independently and collaboratively, and concentrate for extended periods of time. Pupils say that everyone gets on well together and that they are 'like a big family'. They enjoy learning through topics and this is evident from the work carried out to celebrate the schools' centenary. Pupils understand right and wrong and have a strong team spirit. Their spiritual, moral, social and cultural development is good. This is nurtured through the musical ensembles, choirs and sporting activities. These activities are a strength of the school community and provide valuable contributions to the local and wider community. Pupils say they feel safe in school and this is reflected in the school's secure daily working. Their views are heard through circle time, surveys and as they go about their daily routines they say they can talk to any adult. Pupils have a good understanding of how to stay fit and well and they eat healthy lunches and take plenty of exercise.

There is a rising trend in attainment across all subjects. By the end of Year 6 levels of attainment are broadly in line with the national average. The proportion of pupils achieving Level 4 is above the national average, but the numbers achieving Level 5 is below the national average. This is being addressed and the number of pupils achieving the higher level is starting to rise. This improved performance is evident in much of the work seen now. However, more able pupils are not always challenged enough in all lessons. Attendance is above average. Pupils' personal qualities and well-developed basic skills mean they are well prepared for the next stage of their education.

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*These are the grades for pupils' outcomes*

| | |
|---|---|
| **Pupils' achievement and the extent to which they enjoy their learning** | **2** |
| Taking into account:<br>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** | **1** |
| **The extent to which pupils adopt healthy lifestyles** | **2** |
| **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:<br>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?

The school's monitoring of lessons and the lessons seen during the inspection shows that teaching is good. Although some satisfactory teaching remains, the majority is good and some better. Teachers plan their lessons, making good use of varied resources to ensure that all pupils make good progress. In the best lessons work proceeds at a quick pace and is well matched to pupils' needs. In some lessons, there is sometimes too long spent on whole class teaching when the more able could be working more independently and finding out things for themselves. The monitoring of individual learning, carried out by teachers and teaching assistants, is thorough. However, this is not always used well enough to plan lessons, so all pupils are continually stretched and challenged, particularly the more able pupils. There is regular marking of work to explain to pupils how they are progressing. However, this does not always serve to raise pupils' ambitions to progress more rapidly and aim even higher. The school is effective in identifying and meeting the needs of pupils with special educational needs and/or disabilities and those who are particularly vulnerable. Good teaching was seen with these groups. The work of the teaching assistants is very effective in ensuring that all groups progress well.

The curriculum is enriched with many opportunities for performing music to a high standard. In Key Stage 2 there is a focus on raising attainment further in English and mathematics. There are some exceptional opportunities for extra curricular activities, particularly sport and music, which engage all pupils and which is very much appreciated

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by them and their families. Trips and visits outside the area are particularly enjoyed by the pupils and the boys spoke enthusiastically about their experience at Chester Zoo. The well planned personal, social and health education programme is at the heart of the school and is underpinned by the values of respect, responsibility and community.

The good care, guidance and support make a strong contribution to pupils' progress and to all aspects of their personal development. The school works closely with external agencies and specialist teachers to ensure that all groups of pupils, particularly the most vulnerable and those with special educational needs and/or disabilities, get the expert help they need. Good links with nurseries and other schools ensure that pupils move smoothly between the different stages of their education. The school is now focused on ensuring parents are more frequently informed about their child's progress.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The positive trend in improvement, and the effective self-evaluation by school leaders, since the last inspection demonstrate the school's good capacity to improve. The new associate headteacher has a very clear vision for further improvement, which is shared by staff and governors. Staff feel valued and morale is good, despite a period of sudden change. School leaders are focussed on improving the quality of teaching still further and recognise the need to enhance the leadership skills of all staff to ensure the pace of school improvement is sustained. Governors know the school well. In particular, the governing body provided valuable stability and support during a time of significant staff change. Excellent partnerships with parents, outside agencies and professional associations such as Mid-Pennine Arts, Manchester Camerata, Burnley Football Club and many more enhance the curriculum and pupils' learning experiences. Safeguarding arrangements are good and the school regularly reviews the effectiveness of its policies and procedures. The school works hard to identify any groups who are underachieving and is becoming increasingly successful in closing gaps in their learning. Consequently, all are given equal opportunities to succeed. The school is highly effective in promoting community cohesion locally, nationally and internationally. With pen pals in nearby local and predominantly Asian heritage schools and global links with e-pals in Spain, India, Japan and Africa, pupils develop a very good understanding of other people's faiths and cultures.

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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:<br>The leadership and management of teaching and learning | 3 |
| **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** | **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

Although attainment on entry to the school varies, the overall level of children's skills when they start in Reception class is below average, particularly in their language and numeracy skills. Children settle quickly and are soon happy and secure because of effective induction arrangements with nurseries and close and supportive links with parents and carers. They make good progress and by the time they enter Year 1 attainment, although still below, is closer to average. Respect, responsibility and community are key features within a supportive and enriching environment. Children have many opportunities to explore for themselves and develop independent learning both in and outside the classroom. Evidence of this was seen when children themselves decided to change the little houses in the extended classroom area into African huts. The theme of 'Our Amazing World' and a link to Africa had stimulated their imagination. The children enjoy being at school, play happily with their friends and form good relationships with adults. They are well taught. Their progress is assessed carefully and their individual needs are met well. The Early Years Foundation Stage is well led and managed and there are extensive plans to enhance outdoor learning in the future.

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

| | |
|---|---|
| **Overall effectiveness of the Early Years Foundation Stage** | **2** |
| Taking into account:<br>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

The vast majority of parents and carers are very pleased with the education the school provides. They see the school as an integral part of the local community where each child is encouraged to be an individual. Appreciation was expressed for the excellent range of extra curricular activities, particularly in music and sports. The few concerns recorded related to individual problems and there was no pattern of dissatisfaction.

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

Ofsted invited all the registered parents and carers of pupils registered at Trawden Forest 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 73 | 86 | 12 | 14 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 64 | 75 | 21 | 25 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 40 | 47 | 42 | 49 | 1 | 1 | 1 | 1 |
| My child is making enough progress at this school | 52 | 61 | 29 | 34 | 2 | 2 | 0 | 0 |
| The teaching is good at this school | 59 | 69 | 22 | 26 | 0 | 0 | 1 | 1 |
| The school helps me to support my child's learning | 44 | 52 | 34 | 40 | 3 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 58 | 68 | 26 | 31 | 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) | 48 | 56 | 32 | 38 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 62 | 73 | 19 | 22 | 1 | 1 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 36 | 42 | 42 | 49 | 2 | 2 | 0 | 0 |
| The school takes account of my suggestions and concerns | 45 | 53 | 36 | 42 | 1 | 1 | 0 | 0 |
| The school is led and managed effectively | 58 | 68 | 23 | 27 | 3 | 4 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 69 | 81 | 14 | 16 | 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

| | Overall effectiveness judgement (percentage of schools) | | | |
|---|---|---|---|---|
| **Type of school** | **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: | 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.<br>■ The school's capacity for sustained improvement.<br>■ Outcomes for individuals and groups of pupils.<br>■ The quality of teaching.<br>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.<br>■ 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.**

Dear Pupils

**Inspection of Trawden Forest Primary School, Colne, BB8 8RN**

Thank you so much for making us welcome when we came to inspect your school last week. A particular 'thank you' to those of you who took time to talk to us about all the things you do, and enjoy about school. Please thank your parents and carers for filling in our questionnaires.

Yours is a good school where you make good progress. Music and sports help you to develop a strong team and community spirit. You behave exceptionally well and you know how to stay safe and healthy. You are extremely good at helping each other in school and you told us you enjoy e-mailing all your friends in other parts of the world. The care, guidance and support and the teaching you receive are good. Your school has been, and is now, well led and managed.

We have asked your teachers to make sure you spend less time listening in lessons and have more time to find out things for yourselves, and to give you even more challenging activities to do that make you really have to think hard. We have asked them to help you to fully understand the standards that you are achieving and how you can do even better.

We have also asked staff to become even more involved in leading some of the work done by school leaders to help your school improve still further.

You can help by continuing to attend school regularly and working with your teachers to achieve the very best you can.

Yours sincerely,

Ms Naomi Taylor

Lead Inspector

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