

# Rawtenstall Newchurch Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	119390
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358547
<b>Inspection dates</b>	5–6 July 2011
<b>Reporting inspector</b>	Roger Gill

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	99
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Hamilton
<b>Headteacher</b>	Mrs Averil Culverhouse
<b>Date of previous school inspection</b>	8 July 2008
<b>School address</b>	Dark Lane Newchurch, Rossendale Lancashire BB4 7UA
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## Introduction

The inspection was carried out by two additional inspectors. The team observed teaching and learning in seven lessons, taught by five teachers. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work and looked at a range of evidence including the school's documents for self-evaluation and safeguarding. They also studied the tracking system used to monitor pupils' progress and the work pupils were doing in their books. Inspectors considered the 36 questionnaires completed by 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 a number of key areas.

- Whether attainment in Year 6 is similar to that reached in the last three years.
- If pupils are making at least satisfactory progress in English and mathematics because teaching has improved.
- Whether attainment on entry to the Early Years Foundation Stage is now below expected levels nationally.
- If all pupils are fully involved in the targets set for improving their learning.
- What recent improvements demonstrate in relation to the school's capacity for sustained improvement.

## Information about the school

Rawtenstall Newchurch is a smaller-than-average-sized primary school. Since the school's last inspection, a new headteacher has been appointed and there have been some changes in staff. The proportion of pupils known to be eligible for free school meals is about average but rising. There are very low numbers of pupils from minority-ethnic heritages including those who speak English as an additional language. An above-average proportion of pupils have special educational needs and/or disabilities but there are very low numbers of pupils with a statement of special educational needs. A few pupils are looked after children. The school provides a breakfast club but other arrangements exist for after-school care. That facility was not included in this inspection but its report can be found on the Ofsted website. The school has recently been presented with national awards to recognize its contribution to race equality and for problem orientated partnership.

**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**

**2**

## Main findings

Rawtenstall Newchurch is a satisfactory school. The school has made a notable recovery, particularly in the last two years, from a period when teaching was not ensuring that pupils learnt well enough, attainment was too low and achievement was weak. The headteacher has worked very effectively, in partnership with the local authority, to revitalize teaching and see that leadership at all levels, including the governing body, knows precisely what needs to be done and that actions are having a positive influence on pupils' learning. Achievement is now satisfactory: pupils are making good progress in relation to their attainment on entry to the school, which is below nationally expected levels.

Pupils learn well as a result of the good teaching and supportive care they receive in school and at the breakfast club. Behaviour is good and attendance has shot up to be high this year because everyone knows how important it is and pupils want to come to school because, as they say, learning is, 'so much fun'. While still low, the level of attainment at the end of Year 6 has improved strongly. The next step is for attainment to be broadly in-line with the national average in English and mathematics.

The good teaching, which, for example, has helped some pupils to double the nationally expected rate of progress this year, is typified by well-planned activities that fire pupils' imaginations. Reading, writing and mathematics are often undertaken with a real purpose in mind, such as a poet coming to school or making dens in the school grounds, using mathematical skills, to give pupils confidence and a good perspective on safety. Teachers assess accurately and plan with pupils' needs in mind. Pupils appreciate the system of marking that tells them about their successes and next steps, but some are unclear about what some of the comments mean and this occasionally slows their progress.

The school's capacity for sustained improvement is good because leadership has tackled systematically the school's weaknesses to good effect. The resultant transformation is captured in some comments made on the questionnaires by parents and carers who point to the massive advances that have been made of late. The Early Years Foundation Stage, for example, now gives good provision, which is a noteworthy improvement and is having a significant impact on pupils' achievements in Key Stage 1.

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

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

- Raise attainment to the national average by the end of Year 6, in English and mathematics by:

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- – making sure that pupils always understand the meaning of what they read
- – developing pupils' capacity to write more complex, well-punctuated sentences
- – ensuring the pupils become more proficient in using their times tables and number facts to solve everyday mathematical problems.
- Improve the way that teaching ensures pupils know how to improve their work by:
  - – making sure that teachers' marking is always easy for pupils to understand
  - – ensuring that all targets tell pupils clearly and simply how to reach the next level of attainment
  - – working more closely with parents and carers to explain how they can help children at home.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy learning and achieve satisfactorily owing to the speed at which they are making up lost ground. Behaviour is at least good in lessons because pupils' energies are channelled well. Learning is good, with occasional outstanding flourishes such as when pupils behave impeccably, because activities are pitched at the right level and they are engrossed in what they are doing. In a Year 5/6 lesson, pupils wrote poetry enthusiastically, sometimes in a sophisticated way, to show a visiting poet later in the week. Pupils in a Year 1/2 class tackled multiplication with energy and a concern for accuracy, while older pupils in Year 4/5 class worked out the profit from rides in their fictional 'chocolate theme park' and were determined to master the mathematical skills involved. The Roman project in Year 3, in which pupils have made costumes for Romans or Celts, is a source of endless fascination for the class. They have learnt to write using the Roman alphabet and have prepared a script telling an audience about the character that they have chosen to depict. Overall, those with special educational needs and/or disabilities achieve well as do other groups of pupils, such as those who are looked after, because they have extra help.

This kind of engaging learning is helping pupils progress rapidly. Attainment at the end of Year 2 has been at the national average for two years running, which shows a groundswell of progress in Key Stage 1. However, throughout the school, but mainly in Years 3 to 6, there are still relative weaknesses in pupils' ability to read meaningfully, write sentences of increasing complexity and solve mathematical problems quickly using their knowledge of times tables.

Pupils' personal qualities have been strengthened well. In discussions, pupils spoke about how safe they feel because behaviour is much better and school security has improved. Levels of attendance have risen well to reach levels well above the national average. The school has worked productively with parents and carers in this respect. Pupils know about how to lead healthy lives: they do a lot of sport and understand the importance of eating well-balanced meals. Good spiritual, moral, social and cultural development contains strengths in the way that pupils reflect on their lives, show consideration for others and have first-hand experience of cultures other than their own. Older pupils remember vividly how, when an African choir visited the school recently, they 'played out' with them. They bought toast for them from the school tuck shop. The African children had never seen toast before and wondered what it was. Pupils at Rawtenstall Newchurch will never forget this simple but telling example of cultural difference.

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*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>	4
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
<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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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?

Teaching has a good effect on learning now because planning for lessons is based on an accurate assessment of what pupils need to do to make good progress. Lessons generally proceed at a good pace, teaching assistants play a productive role in teaching groups and positive relationships ensure that pupils take part with enthusiasm. Teaching emphasizes the practice of valuable skills, such as reading, writing and the use of computers across subjects. This leads to some first-rate work such as the imaginative writing produced in a Year 4/5 project entitled Gulliver's World, the Roman work in Year 3 and the learning associated with the Space Station play area in the Year 1/2 classroom.

Marking is regular and accurate but some pupils in each class are not sure what teachers' comments mean: they find them hard to read or understand. That is why they end up not being sure exactly what to do next to reach the next level in their work. Moreover, other targets in pupils' books or around the classroom sometimes contain vocabulary too hard for the pupils to read easily.

The good curriculum emphasises the basic skills in English and mathematics. Opportunities for sport, violin and guitar tuition for some pupils, French lessons and the study of the paintings produced by a local artist, for example, enrich pupils' experiences throughout the school. The good care, guidance and support provided for pupils and their families ensure that everyone has the opportunity to do their best. A few parents want more support in

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how to help their children at home and the school welcomes the chance to do more in this respect.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

In tackling issues such as weak teaching, erratic behaviour and low levels of attendance, the headteacher, deputy headteacher and governors have shown determination, clear thinking and ambition for pupils' achievement and well-being. The budget is very well managed, with the help of an effective bursar: even though there are fewer pupils in school than in 2008, there are more than enough teachers to ensure small classes. As a result, the aspiration to help pupils make up for lost ground in their learning is being fulfilled at speed. Governance is good. A core of existing members has been joined by several new colleagues, all of whom have undertaken relevant training to make sure they are qualified to challenge and support the school in its recovery.

Discrimination is not tolerated. Provision for equality of opportunity is satisfactory, even though attainment has not yet reached average levels. This is because the school has helped some pupils, whose circumstances make them vulnerable, make good progress in a relatively short time. The school's procedures for safeguarding pupils are good, as confirmed by every parent, carer or pupil that expressed a view during the inspection. Fencing around the school and coded doors have been radically improved, or put in place, in the last two years making everyone feel much safer on the site.

Provision for community cohesion has advanced well this year and is now satisfactory. The school possesses a family atmosphere, which extends to the well run breakfast club, that emphasises cooperative working and celebrating individual success. Pupils are involved with local issues as demonstrated by the school's recent award for working closely with the local police force. Their knowledge about different cultures in Britain or abroad has been increased through frequent visitors who help pupils understand their way of life and religion at first hand. Links with a local school in which the vast majority of pupils are from minority-ethnic heritages are underway but not advanced enough yet to make this good provision overall.

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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>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</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

Good provision in the Early Years Foundation Stage, which includes purposeful teaching and thorough assessment, results in good learning by children who enjoy what they do. By the time they leave Reception they are in line with nationally expected levels for their age.

Good leadership has upgraded the outdoor space for learning, making it an exciting place in which to play and investigate. It now contains a grassed area and garden bed in which to grow things in which some children were searching busily for 'mini-beasts'. They were brimming with enthusiasm when they found a spider and a small worm. This led to profitable discussions back in the classroom that enabled children to enlarge their vocabulary about the natural world. These opportunities to listen and to explain ideas, coupled with the frequent teaching about numbers, counting, and letters and the sounds they make, help children to make good progress in areas of learning that for many were their weakest on entry.

Positive relationships, including those at the breakfast club, promote good behaviour and a zest for learning. For example, children found reading a large book all about ladybirds, with their teacher, particularly relevant after their experiences outside and were fascinated with the way that information was set out in bullet points.

Leaders liaise well with parents and carers; the way that practice has been improved recently is applauded in the inspection questionnaires. There is still more to do in terms of finishing current developments, but work has begun or plans are in hand. For example, cultural diversity in the locality is celebrated but clothes for role play and other equipment depicting a wide range of cultures are not yet readily available on a daily basis.



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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

Questionnaires show that a very large majority of parents and carers hold positive views about their children's education. Most are happy with the school's provision. Inspection findings confirm the improvements commented on by many parents and carers.

A very small minority of respondents had reservations about how well the school was providing for their children. There were a few comments about the healthy nature of school meals. Most concerns, also represented in the few written comments, were about children's progress and how well parents and carers are helped to support learning at home. Inspectors investigated these views by talking to pupils, staff and governors. They found that the school has done a lot recently to involve parents and carers more in learning but there is still more to do in communicating information about progress and suggesting ways to help at home. Moreover, menus and statistical printouts of nutritional values were studied. School meals are well balanced: chips are served, for example, but only once a week.

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

Ofsted invited all the registered parents and carers of pupils registered at Rawtenstall Newchurch Church of England 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 99 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	56	15	42	1	3	0	0
The school keeps my child safe	21	58	15	42	0	0	0	0
My school informs me about my child's progress	14	39	16	44	6	17	0	0
My child is making enough progress at this school	17	47	14	39	5	14	0	0
The teaching is good at this school	20	56	14	39	1	3	1	3
The school helps me to support my child's learning	16	44	14	39	5	14	0	0
The school helps my child to have a healthy lifestyle	10	28	20	56	6	17	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)	11	31	22	61	2	6	1	3
The school meets my child's particular needs	16	44	16	44	4	11	0	0
The school deals effectively with unacceptable behaviour	14	39	17	47	4	11	1	3
The school takes account of my suggestions and concerns	15	42	18	50	3	8	0	0
The school is led and managed effectively	17	47	17	47	2	6	0	0
Overall, I am happy with my child's experience at this school	20	56	14	39	2	6	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



7 July 2011

Dear Pupils

**Inspection of Rawtenstall Newchurch Church of England Primary School,  
Rossendale, BB4 7UA**

My colleague and I thoroughly enjoyed our two days inspecting your school. The school is full of excitement at the moment with, for example, Year 6 pupils having their end of year bowling outing and Year 3 pupils getting ready for their 'living museum' presentation. We found it all fascinating. I was particularly struck by your appreciation of the art produced by Dave Pearson. Your writing about the 'Red and Blue Horses' interested me greatly. With so many appealing things to do in school, no wonder that your attendance has shot up to a high level.

You go to a satisfactory school, which is good in many ways but is not quite entirely good yet. This is because standards, in English and mathematics, are not high enough. We were pleased to learn that you feel completely safe in school and are happy that behaviour has improved in the last two years. You make good progress in lessons because teaching is good. As you told me, 'Lessons are fun and teachers do a lot to help us.'

I have asked your school to do some important things to improve. Attainment should be broadly in line with the national average in reading, writing and mathematics. Even though teaching is good, there are still some children who are not sure about what they need to do next and some parents and carers who need more information about how they can help you at home. Teaching must always help you all understand what to do next: ensuring, for example, that the comments in marking are precise and detailed enough for you to make sense of them. You can all help by behaving well at all times and trying hard to reach your targets.

Yours sincerely

Roger Gill

Lead inspector

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