

# Green Haworth CE Primary School

School House Lane, Green Haworth, Accrington, BB5 3SQ

## Inspection dates

9–10 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school is led and managed well. The headteacher has made many significant improvements over the last two years, in provision, leadership, pupils' learning and their attainment.
- The proportion of pupils making good progress, and achieving the expected level in English and mathematics has increased significantly. Attainment by the end of Year 6 is broadly in line with the national average in English and above average in mathematics.
- Teaching and learning are good across the school and some is outstanding for the older pupils. Very effective behaviour management, good relationships and clear learning goals are features of most lessons.
- Disabled pupils and those who have special educational needs have tailored individual support and make good progress.
- Pupils enjoy coming to school and this is reflected in their good behaviour and attitudes. Pupils assert that they feel safe. Attendance has improved and is above average.
- The curriculum is well-balanced and supplemented by an interesting range of extra-curricular clubs, including good opportunities for exercise and sporting competition.
- Parents have very positive views of the school. They praise the caring ethos and family atmosphere.
- The school accurately evaluates how well it is doing and what needs to be done next.

### It is not yet an outstanding school because

- Although standards in reading by Year 2 are average, pupils' early progress from entry to school in this area is not fast enough and too few achieve the expected proficiencies in reading by the end of Year 1.
- On a few occasions, the more-able pupils are not sufficiently challenged in lessons so they do not consistently work at the higher level.
- Occasionally, introductions and conclusions to lessons do not cater effectively for the wide range of learning needs of pupils in these mixed-age classes.

## Information about this inspection

- The inspector observed teaching and learning in six lessons, one of which was undertaken jointly with the headteacher.
- Meetings were held with groups of pupils, members of the governing body, a representative from the local authority, managers and staff.
- The inspector observed the school's work and looked at a range of evidence, including the school's documents for self-evaluation, safeguarding and improvement planning. She also studied standards in reading, pupils' workbooks and systems used to monitor pupils' progress.
- The seven responses to the on-line questionnaire (Parent View) were considered, alongside the school's own analysis of recent surveys sent to parents. The inspector also spoke informally to parents at the start of the school day.

## Inspection team

Lynne Read, Lead Inspector

Additional Inspector

## Full report

### Information about this school

- Green Haworth is much smaller than the average primary school and pupils are taught in three mixed-age classes.
- It is situated in a rural area and many pupils travel some distance from their homes.
- A high number of pupils transfer to the school part-way through a key stage.
- The proportion of pupils supported at school action is broadly average. A much larger than average proportion is supported at school action plus or through a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is almost double the national average.
- The vast majority of pupils are of White British backgrounds.
- The school meets the current floor standard which sets the minimum standards expected by the government for attainment and progress.

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

- Accelerate learning in reading for children in the Early Years Foundation Stage and Year 1 by:
  - planning a faster pace for teaching pupils their letters and sounds (phonics)
  - providing more varied and exciting opportunities for children to practise and consolidate their developing reading skills during free choice time
  - improving the selection of reading books for younger pupils so that texts provide good opportunities for children to reinforce the reading skills, such as phonics, which they learn in class
  - completing the planned training programme for staff in phonics and guided reading work so that these sessions consistently promote good learning
  - ensuring that teaching assistants are deployed effectively, especially during phonics sessions, in order to meet the needs of children at different stages in their learning more accurately.
- Increase the proportion of pupils working at the higher levels by consistently providing work that fully challenges the more-able pupils.
- Increase the proportion of good teaching further by ensuring that introductions and conclusions to lessons consistently cater well for the different ability groups in class.

## Inspection judgements

### The achievement of pupils

**is good**

- Attainment on entry to the school varies considerably between individuals; generally it is below expectations for the age group. A significant proportion of children have received no nursery education and some have difficulty with speech and language or personal development. They make good progress overall through the Reception Year and into Year 1, but progress in reading is slower. Children move too slowly through their phonics work and do not spend enough time on reading activities during their free choice time.
- Pupils make good progress in Key Stage 1 and by the end of Year 2 pupils have begun to catch up in reading. Attainment is broadly average in reading, writing and mathematics, although few are working at the higher level in writing and mathematics.
- Good progress continues through Key Stage 2 but, occasionally, the more-able pupils do not work to capacity because they do not have sufficient challenge in lessons.
- By Year 6 standards in reading are good and pupils enjoy a wide range of fiction books. They are confident in their use of non-fiction texts for study and reference purposes. Writing was relatively weaker last year and overall attainment in English was average. The current Year 6 pupils are producing writing of a higher standard and are on track to achieve well.
- Standards in mathematics have improved significantly and are above average.
- A high number of pupils enter school part-way through a key stage; a significant proportion of these have experienced difficulties in their previous settings. They integrate quickly and make good progress. Many catch up successfully in their learning.

Disabled pupils and those who have special educational needs have individual programmes of work and good classroom support. They make progress equal to the majority and many achieve the expected level by Year 6. Those who are supported by the pupil premium are swiftly closing the gap between their attainment and that of pupils who do not receive the extra funding.

### The quality of teaching

**is good**

- Most teaching is good and some is outstanding for the older pupils. Teachers make the purpose of the lesson clear so that pupils know what is expected. Tasks are usually planned well at different levels of difficulty but, on occasions, there is insufficient challenge for the more-able pupils.
- Short activities, games and opportunities for pupils to collaborate all help to motivate pupils and maintain their interests during lessons. For example, pupils visualise two- and three-dimensional shapes when playing 'shape bingo' and work hard on their reading to become 'text detectives'.
- Marking is good and provides helpful pointers for improvement.
- For the older pupils, whole-class introductions and conclusions are very effective because they are kept relatively short and questions are pitched at different levels to engage everyone. However, there are occasions in the other classes when whole-class work does not meet the needs of all groups and pupils drift off task.
- Teaching assistants are generally deployed successfully to cater for the various ability groups in the class and provide helpful guidance. On a few occasions, however, they have a general support role and are less effective. This is especially evident during phonics sessions. The training programme to equip staff with skills in order to lead reading work is partly complete and some of these sessions are more effective than others.
- Planning for the Reception and Year 1 groups generally takes learning forward at a good pace but the phonics programme is implemented too slowly. A good range of free choice activities encourages these pupils to be independent learners. However, tasks provided to extend reading skills are limited in scope and do not inspire children.

- Throughout school, resources have been improved and are of good quality, including the selection of books for older pupils. A start has been made on replacing reading books for the younger pupils, but some are out of date and limit the opportunities for pupils to practise the full range of skills they are learning.

### **The behaviour and safety of pupils** are good

- The behaviour code is understood and followed well. This results in a productive, pleasant atmosphere for learning and allows lessons to proceed without interruption.
- Pupils are motivated well by a good system of rewards. These encourage and lead to hard work, good attendance and consideration for others.
- The older pupils demonstrate excellent attitudes and a strong work ethic. Throughout school, pupils concentrate well and take a pride in their work. Sometimes, however, where whole-class introductions or plenaries do not meet all needs, pupils' attention wanders and they stray off task.
- Through anti-bullying projects and lessons on personal development, pupils have a good understanding of different types of bullying. They know how to keep themselves safe, including when using the Internet. They assert that teachers and other adults deal swiftly with any worries they report and are adamant that there is no bullying at Green Haworth.
- Pupils who have emotional or behavioural difficulties are enabled to cope with the conventions of school life because of skilled interventions by staff, and good links fostered between home and school.
- An analysis of school surveys, the results obtained from the on-line Parent View and discussions with parents, show that the vast majority agrees that the school makes sure its pupils are well-behaved and that their children feel safe and happy.
- A wide range of opportunities exists for pupils to experience responsibility. For example, school councillors collect the views of fellow pupils and ensure that these are considered in the process of decision-making. In addition, school and class monitors carry out their roles diligently and help to ensure the smooth running of the school day.

### **The leadership and management** are good

- The headteacher provides good, strong leadership and direction for the school. He works very effectively with the senior leader to provide the best for pupils. Staff morale is buoyant and strong teamwork ensures a unified vision of excellence.
- Thorough evaluation systems leave no stone unturned and ensure that senior leaders have an accurate overview of provision and performance. Successful development planning has resulted in improvements to the learning environment, progress, attainment, and attendance. There is good capacity for this school to improve further.
- Teachers' performance is closely monitored with professional development opportunities based on the identified needs of staff. Training in phonics and guided reading, however, has yet to be implemented fully.
- The curriculum provides a careful balance of activities and develops pupils' academic, practical, creative and personal skills effectively. An interesting range of visits and visitors helps to enhance learning and extend pupils' life experiences.
- Well-established links with the church promote pupils' spiritual, moral, social and cultural development well. Collective worship is a reverent, thoughtful experience and pupils participate in church services on a regular basis. Pupils are mindful of the needs of those less fortunate than themselves and engage enthusiastically in charity fundraising.
- This school is especially successful in reaching out to parents and in encouraging them to be partners in the education process. School events and performances are also well-attended which helps to maintain the productive relationship between home and school.

- This is a highly inclusive school that promotes equal opportunities well. Staff and governors go to great lengths to secure expert advice or specialist equipment in order to meet individual needs and ensure that all pupils have full access to the range of experiences on offer.
  - The pupil premium is targeted wisely to ensure that no discrimination exists, and to break down barriers to learning. For example, school transport is used to support good attendance and punctuality, help pupils and parents meet important appointments and to ensure that all pupils are able to take advantage of after-school activities.
  - Safeguarding meets requirements: the site is secure and staff vetting is rigorous.
  - The local authority has effectively supported the many initiatives taken over the last two years. The headteacher and staff have taken good account of advice and practical help that has resulted in improved learning for pupils. An ongoing, productive relationship between the headteacher and the local authority means that support is appropriately tailored on an annual basis to enhance school improvement planning.
  - **The governance of the school:**
    - Is knowledgeable and supportive and governors use their wide range of skills and expertise to enhance leadership and management.
    - Plays a more active role in monitoring and evaluating the school's performance and in challenging leaders.
    - Attends training and governors are now keen to build on the improvements made and are ambitious for the school's future.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119442
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	405862

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	68
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham West
<b>Headteacher</b>	Mr Phil Turner
<b>Date of previous school inspection</b>	23 September 2010
<b>Telephone number</b>	01254 233379
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