

Great Harwood St Bartholomew's Parish Church of England Voluntary Aided Primary School

Ash Street, Great Harwood, Blackburn, Lancashire, BB6 7QA

Inspection dates 2–3 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not always make good progress in order to achieve their full potential.
- There is not enough good and outstanding teaching.
- Teachers do not always make full use of marking and feedback to help pupils to improve their own work.
- Occasionally, teachers do not set an urgent enough sense of pace to the lesson.
- Teachers do not always make the best use of other adults in the classroom to further increase pupils' progress.
- Subject leaders, many of whom are new to their roles, do not always have sufficient impact in their areas of responsibility.
- The senior leadership team and governing body do not fully apply the systems in place to check and improve the quality of teaching and learning.

The school has the following strengths

- Children make good progress in the Early Years Foundation Stage and are well prepared for Year 1. This is a good improvement from the last inspection.
- The early stages of reading are well taught and pupils have a good knowledge of letters and their sounds.
- Pupils behave well and feel safe. Their attendance is above average. They take their many responsibilities, such as school councillors, seriously.

Information about this inspection

- The inspectors observed 12 lessons including two joint observations with the headteacher. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with a group of pupils, the Chair, and other members, of the Governing Body, a representative from the local authority, and members of staff including senior and middle leaders. The inspector also heard pupils read from both Key Stages 1 and 2.
- Inspectors took account of 25 responses to the online questionnaire (Parent View). The inspectors also analysed the responses to the school's own consultations with parents.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, the school development plan, performance management documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Terry Bond

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The large majority of pupils are from White British heritage.
- The proportion of pupils who are known to be eligible for the pupil premium is below average. (The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, children of service families or children who are looked after by the local authority.)
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Over two-thirds of the teachers, including members of the senior leadership team, are new to the school since the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching to good or better in order to accelerate rates of pupils' progress by:
 - making full use of marking and feedback to help pupils improve their own work and address weaknesses and misunderstandings
 - ensuring teachers create an appropriate sense of pace and urgency in pupils' learning
 - making further use of all adults in the classroom to boost pupils' progress.
- Further strengthen leadership, management and governance by:
 - making subject leaders more accountable for teaching and achievement in their areas of responsibility
 - enabling senior leaders and the governing body to fully apply and implement the recognised good procedures for checking, analysing and improving the quality of all aspects of the school's work and outcomes.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils reach average standards by the time they leave in Year 6. All groups of pupils make largely expected progress overtime.
- Following the last inspection, pupils' progress improved and this good achievement was reflected in national tests and assessments in 2011. However, significant upheaval within the school delayed further development and pupils' progress slowed as a consequence. Staff changes and a renewed sense of purpose are now leading to improving rates of progress for all groups of pupils. However, inconsistencies in the quality of teaching mean progress is not yet good overall.
- Pupils' progress in writing is variable. Pupils often spell well as a result of the good teaching of letters and sounds. However, handwriting and general presentation varies in quality because teachers do not always make their expectations clear, particularly in their marking and feedback.
- A strong focus on developing pupils' ability to memorise mathematical facts and use them in calculations is improving pupils' progress in mathematics. However, their ability to use these skills independently through challenging investigations and links with other subjects, is more variable and inhibits them from making the best progress over time.
- Pupils' progress in reading is stronger than in other subjects and more consistently good. Young readers have a clear understanding of how letters blend together to make new sounds and they recognise a good range of key words. Older pupils largely read with expression and with enjoyment.
- The results of national assessments and tests for the small number of pupils known to be eligible for free school meals in Year 6 in 2012 were at the national average in English and mathematics and similar to other pupils' attainment who were not eligible for free school meals. The effective use of pupil premium funding to provide additional support means these pupils make similar and sometimes better progress than their peers.
- This also applies to the progress made by disabled pupils and those with special educational needs, who also respond well to the caring and supportive ethos throughout the school.
- Children start in the Early Years Foundation Stage with skills and understanding which are generally typical for their age. They make a good start in their early reading, writing and number skills. They learn to persist with tasks for long periods and take a pride in their work. There is a trend of rising standards, which are now above expectation when pupils start Year 1.

The quality of teaching

requires improvement

- Whilst teachers mark work regularly, they do not always provide clear guidance for pupils to follow in order for them to reach the next steps in their learning. They do not always ensure that pupils address weaknesses, such as in handwriting, or misunderstandings in, for example, their mathematical calculations.
- Teachers are sometimes too cautious and give too much explanation before pupils start their own work. They occasionally complicate the lesson by moving pupils from their desks to sit on the carpet unnecessarily and vice-versa. They do not always set a clear timescale for pupils to start their work. These activities reduce the sense of excitement and urgency in the lessons and this slows pupils' progress.
- Skilled teaching assistants support pupils with special educational needs well and make a good contribution to the early stages of learning to read. However, teachers do not make full use of adults in the classroom to identify pupils of all abilities who may be falling behind in the lesson and to help them move on.
- In the Early Years Foundation Stage, activities are well planned to build children's enthusiasm and interest in learning through attractively resourced activities that they select for themselves, such as the role play farmyard. Early reading, writing and number skills are introduced systematically through exciting games, such as The 'Yes/No' game to develop children's logical

thinking and early reading skills.

- Teachers teach reading, and writing skills systematically. There are well-planned extra learning programmes which are closely matched to pupils' needs. This particularly supports the progress made by disabled pupils, those with special educational needs, and those eligible for pupil premium funding.
- Teachers make effective use of accurate measures of pupils' achievement to set work which is challenging for all abilities. This is a good improvement since the last inspection.
- Teachers question pupils well in order to deepen their understanding and to help them retain facts and information. Relationships are good and pupils feel confident to express their opinions and explain their understanding.
- The best teaching involves pupils from the start of the lesson by them contributing to, and participating in, lively and motivating activities. In these lessons, teachers set a brisk pace and involve pupils in both giving their views on how well they understand their work and using this as a springboard to help them move on to increasingly challenging work.

The behaviour and safety of pupils are good

- Pupils enjoy school. They behave well in classrooms and around the school. They are friendly and outgoing because they feel safe and cared for well. Older pupils work and play well with younger ones and take good care of them, especially in the playground.
- The pupils are punctual and their attendance is above average.
- Pupils take responsibilities and make a contribution to a safe environment through their roles on the school and eco councils and as prefects. They are often involved in charitable work and local and national fundraising activities, and are proud of this.
- The school works effectively with other professionals to support pupils with emotional and social difficulties and to help them manage their own behaviour. Consequently, poor behaviour and exclusions are rare.
- Pupils' understanding of different types of bullying is good and they feel that there is very little in the school. They have a particularly good understanding of the potential dangers of the internet, through their work on the safe use of computers.
- Well-planned assemblies and personal and social education help pupils to be increasingly reflective and self-aware.
- On a few occasions, when the teaching is not engaging enough, some pupils lack concentration and the determination to persevere with their work.

The leadership and management requires improvement

- The headteacher has provided clear, calm and purposeful leadership since his appointment just before the last inspection. However, significant staffing difficulties, particularly at senior level, have limited the impact of initial improvements to teaching and learning and slowed the pace of development.
- These issues have now been resolved and the school has received good support from the local authority, especially over the last year, which has helped put it back on track.
- Rigorous actions to address weaknesses in the quality of teaching are increasingly having a positive impact and the headteacher and associate deputy headteacher are well placed to continue this trend.
- However, the senior leadership team is still developing in its current role and has not had a chance to fully embed the good procedures for checking on and improving the quality of all aspects of the school's work.
- Also several subject leaders are new to their roles, and to the school, and are not yet fully accountable for teaching and learning in their areas of responsibility.

- The leadership of the Early Years Foundation Stage has been less affected by the staff changes and both the teaching and outcomes for children have improved well as a result.
- Overall, staff are held accountable for the progress pupils make. The headteacher and governing body ensure that they fulfil appropriately stringent criteria before they can achieve the next salary level.
- The school takes good care of pupils. The school tackles any issues of discrimination well and this contributes to the harmony in the community.
- Policies for safeguarding pupils meet legal requirements and are supported by systematic record keeping.
- **The governance of the school:**
 - The governing body is well led and increasingly well informed through good quality reports from the headteacher and its own developing, systematic checks on the school's work and pupils' progress. The governors, several of whom have recently taken up their roles, make good use of training opportunities provided by the school and the local authority to develop their effectiveness in their roles. They are involved in the school's self-evaluation and appropriately decide whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. They make appropriate use of data to plan the use of funds, such as the pupil premium.

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

Unique reference number	119420
Local authority	Lancashire
Inspection number	405861

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Ann Yates
Headteacher	Mark Mackley
Date of previous school inspection	12 July 2011
Telephone number	01254 884534
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