

# Haslingden Primary School

Ryefield Avenue, Haslingden, Rossendale, Lancashire, BB4 4BJ

**Inspection dates** 12–13 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Pupils make good progress across the school from their individual starting points in reading, writing and mathematics. They leave the school at the end of Year 6 with standards overall that are broadly average.
- Teaching is good and sometimes it is outstanding. This is particularly true in the Early Years Foundation Stage.
- The school cares for its pupils exceedingly well. Exceptionally strong partnerships with outside agencies and the nurturing environment within the school ensure that pupils' emotional needs are remarkably well met.
- The relatively new headteacher has the full support of the staff, governors and parents. Together with his leadership team, he knows what to do and has continued to make improvements.
- All staff keep pupils safe, maintain their good behaviour and develop their confidence and good attitudes to learning.
- As a result, pupils say they feel safe and the vast majority of parents agree. They have a good understanding of how to stay safe, including when using the Internet.
- The curriculum is good and is enhanced very well by a plethora of visits, visitors and sporting activities.
- The primary sport funding is spent very well to ensure that pupils have an increasing amount of lunchtime and after-school sports clubs available to them.
- The governing body makes a good contribution to improving the school. Together with the senior leadership team, governors check the quality of teaching well and make sure that teachers are held to account for the progress their pupils make.

### It is not yet an outstanding school because

- Standards in writing are not as high as those in reading and mathematics.
- Opportunities for pupils to write at length both in literacy and across other areas of the curriculum are limited.
- Some pupils occasionally find the work too easy and do not get enough challenge from teachers.
- Marking does not always clearly show pupils how to improve their work and pupils are not always given time to respond to comments from teachers.
- Some teams of subject co-ordinators occasionally lack a 'leader' to take a more strategic overview of improvement and understanding of achievement in their subject.

## Information about this inspection

- Inspectors observed teaching and learning in 21 part-lessons, one of which was a joint observation with the headteacher. In addition, they made short visits to specific support classes. They also listened to pupils read from across Key Stage 1 and Key Stage 2.
- Inspectors spoke with three groups of pupils, including members of the pupil forum, with seven members of the governing body, including the vice-chair, and a representative from the local authority. They also had discussions with the Early Years Foundation Stage leader, the Special Educational Needs coordinator, the project leader from the counselling facility 'Place 2 Be' and subject leaders.
- Inspectors also took account of the 76 responses to the on-line questionnaire (Parent View) and spoke informally to parents during the two days. They also considered four letters written by parents and an e-mailed letter from the Chair of Governors, together with 21 responses from school staff.
- Inspectors observed the school at work and looked at the school's own progress and attainment data, pupils' workbooks, school development planning and the school's own systems to enable it to gain an accurate view of its performance. In addition, they scrutinised a range of documentation in relation to safeguarding, child protection, behaviour and attendance.

## Inspection team

Yvonne Mills-Clare, Lead inspector

Additional Inspector

Janet Keefe

Additional Inspector

John Shutt

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils with special educational needs supported through school action is broadly average.
- The proportion supported by school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for support through the pupil premium funding (additional funding for those pupils known to be eligible for free school meals, those from service families and those looked after by the local authority) is above average.
- The percentage of pupils from ethnic minorities is above average. The two single largest groups in school are from Pakistani and Bangladeshi heritages.
- The percentage of the pupils who speak English as an additional language is above average.
- The school meets the government's current floor targets, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- There has been a change of headteacher since the last inspection. The acting deputy headteacher is absent from school, but her role is being covered by two acting assistant headteachers who are staff in the school.
- The school works in close partnership with two local schools, one of which is a teaching school.
- The school provides a well-attended breakfast- and after-school club.

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

- Raise the proportion of good and outstanding teaching across the school, by:
  - ensuring that all staff make good use of the school's information on pupils to plan lessons that are always challenging enough
  - making sure that marking clearly shows how well pupils are doing and what they need to do to improve, particularly in subjects other than literacy
  - always using teaching assistants effectively throughout all parts of the lesson
  - improving the proportion of teaching that is not yet good through sharing the school's own good practice in teaching.
- Accelerate pupils' progress further, particularly in writing, by:
  - providing pupils with more day-to-day opportunities to write at length in literacy lessons
  - ensuring that pupils have time to respond to the comments teachers make in pupils' workbooks and complete any additional work set.
- Further improve the effectiveness of curriculum teams by ensuring that they have a clear leader and a single voice.

## Inspection judgements

### The achievement of pupils is good

- From their starting points to the time they leave the school, pupils make good progress. Learning throughout the school is enhanced by the excellent relationships between adults and pupils and between the pupils.
- Children join the Early Years Foundation Stage with skills that are generally below those typical for their age, especially in communication, language and literacy. Children are taught well and the majority leave the Reception class having reached standards that are close to those expected nationally for their age. This indicates good progress during their time in the Early Years Foundation Stage.
- This good progress is maintained across Key Stage 1 so that by the time they leave Year 2 they are reaching standards in reading, writing and mathematics that are broadly average. The phonics screening test, which checks pupils' understanding of letters and the sounds that they make, shows that fewer pupils achieved the expected level in 2013. However, by the time pupils leave Key Stage 1, attainment in reading is higher than in writing or mathematics.
- In recent years, by the end of Key Stage 2, attainment in reading and mathematics has been above average. However, in writing it has not been as high because there are not always sufficient opportunities for pupils to regularly practise their writing skills in extended pieces of writing and pupils do not always respond to the comments in teachers' marking. Thus, important opportunities to develop necessary skills are missed.
- Pupils enjoy reading and are provided with numerous opportunities to read, both in school and at home. They are invited into school early to read quietly in their classrooms, guided reading lessons are undertaken daily and some teachers model reading effectively during the 'class story time'. Pupils of all abilities enjoy reading. They are pleased to read to adults, demonstrate their knowledge of the strategies to read unfamiliar words and talk with enthusiasm about the books and authors they enjoy.
- The teaching of mathematics promotes pupils' confidence and develops their numerical skills well. Combined with opportunities to apply the skills they have learnt to problem-solving, often in real-life problems, they make good progress and achieve well.
- The most-able pupils make the same good progress as that of their classmates. The proportions of pupils making the progress expected of them from their starting points and the proportions doing better than this are consistently above the national figures in reading and writing and high in mathematics, where more pupils attained Level 6 than the national average.
- Pupils from Pakistani and Bangladeshi heritages make the same good progress as that of other pupils in the school, attaining better than similar pupils nationally and in line with their classmates in reading, writing and mathematics.
- Pupils who are disabled or with special educational needs receive small-group and specialist support through the school's partnership with the local special school. As a result, these pupils make the same good progress as their peers do.
- Pupil premium funding is used well. It is used effectively to support pupils so that the gap between their attainment and that of other pupils is narrowing. In 2013 in Key Stage 2 these pupils did better than similar pupils nationally, although they are working up to six months behind their classmates in reading, writing and mathematics. This is better than their national counterparts, who are up to 10 months adrift of their peers. The equally good progress made by all the different groups of pupils demonstrates the school's commitment to equality of opportunity.

### The quality of teaching is good

- Teaching has a positive impact on the learning and progress that pupils make. This is because activities are generally chosen with care to engage and motivate pupils to do their best and

pupils' good attitudes to learning ensure that lessons flow uninterrupted.

- Strong features of most lessons are the warm relationships and the mutual respect between adults and pupils. Pupils enjoy opportunities to work together in pairs or groups and work co-operatively with each other.
- Most teachers routinely share with pupils what they are expected to learn and the steps they must take to be successful. As a result, pupils in most classes are clear about what they need to do.
- Where teaching is most effective, teachers have high expectations of what pupils can do and are extremely effective role models. One particularly good example of this was in the Reception class where pupils organised themselves quickly and seamlessly into groups for their learning. They were able to recall aspects of their story 'The Tiger who Came to Tea', speaking correctly and in full sentences because teachers modelled spoken language effectively.
- Where teaching is good, teachers know their pupils well and plan lessons which closely match their individual needs and encourage them to do their best. They deploy teaching assistants well during all parts of the lessons to support and advance the learning of pupils and, at its best, marking is helpful, highlighting strengths in pupils' work and what they must do to improve it. Questioning is used to good effect by teachers with open-ended questions encouraging pupils to reflect on what they are learning and to develop effectively their knowledge and understanding. As a result, tasks can be adapted to ensure that all pupils are consistently challenged to think hard. A good example of this was in a Year 5 mathematics lesson, where questioning was used effectively to identify any gaps in pupils' knowledge of negative and positive numbers. As a result, the teacher was able to identify what the students found difficult and provide extra support, leading to better understanding and confidence.
- Where teaching requires improvement, teachers do not always make tasks appropriately challenging. Sometimes, teachers set work that is not challenging enough and does not expect enough of pupils. This slows progress.
- Teaching assistants are not always involved enough when teachers explain tasks at the start of lessons and draw learning together at the end of lessons. Consequently, their input into supporting pupils' learning at all times during lessons is not always effective.
- Teachers' marking is completed diligently, but does not always identify strengths in pupils' work, or clearly point to what they need to do to reach their next steps in learning. This is particularly true in subjects other than literacy. Marking, especially in writing, is not always as effective as it might be because, while time to respond to marking, the 'five minute fix-it time', is planned for at the start of some lessons, teachers do not always ensure that pupils reflect or act on their comments.
- Although teaching is usually good, a small amount requires improvement. Leaders have put in place support and training for teachers to improve their practice. However, opportunities to share the good practice that exists in the school are not yet well developed.

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

- The behaviour of pupils in the school is good. They have good attitudes to learning and fully participate in their lessons. Only where lessons are less engaging do pupils sometimes lose concentration.
- Around the school, pupils are polite and courteous to each other and to adults. They engage in conversation, saying 'hello' and hold doors open without reminding. They are happy to be in school and proudly wear their school uniform. As a result, there is a harmonious, friendly and welcoming atmosphere around the school. The provision of a wide range of interesting activities both inside and outside the school at lunchtimes and after school ensures that all pupils have the opportunity to participate in sporting activities.
- Older pupils happily take on responsibilities around the school. There are opportunities to join the school forum and sports council, which actively seek pupils' opinions and ideas. There are class and school monitors who deal with lunch boxes and trolleys for the dining room.

- Pupils' emotional needs are met exceedingly well. Pupils have the opportunity to talk confidentially about anything that is worrying them with a trained counsellor in the 'Place 2 Be' which pupils access during the day. A slightly more informal 'Place 2 Talk' allows pupils to discuss issues during break and lunchtimes. Pupils really appreciate this facility and are confident in knowing how to seek help, should they have any worries or need to explore their feelings. This facility promotes pupils' spiritual development very well.
- The school's work to keep pupils safe and secure is good. Pupils' safety is paramount in the school. Pupils have a good understanding of how to keep themselves safe and describe the school as 'very' safe, with almost all parents agreeing. Pupils are adamant there is no bullying or racism and pupils play happily together.
- There is breakfast- and after-school provision which is well attended and pupils have opportunities to engage in a wide range of activities.
- Parents are supportive and the vast majority of parents who responded to Parent View and who spoke to inspectors indicated that they are pleased with the way the school makes sure children are well-behaved and deals with bullying effectively.
- Attendance is average and improving, as a result of the work by the school to reward good attendance.
- Through the school's programmes of study, visits, visitors and assemblies, the promotion of pupils' spiritual, moral, social and cultural development is strong. This is a cohesive school where pupils' attitudes epitomise the school's motto: 'Share your smiles, your kindness and a love of learning'.

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

- The leadership team, including the governing body, works well together. The headteacher provides strong, purposeful leadership. The headteacher knows where the school is going. Staff morale is high in pursuit of further improvement.
- The school's evaluation of its performance is accurate and priorities for improvement are relevant. Subject teams work well together to provide action plans to improve attainment and progress in their subjects, but occasionally these teams lack an overall leader to undertake a more strategic overview of achievement in their subject.
- The leadership team has an accurate view of teaching in the school. They regularly and robustly monitor the quality of teaching and use this information well to plan further observations. As a result of the rigour with which they monitor teaching, its quality is improving.
- The monitoring of staff performance is used well to promote the professional development of staff and bring about improvement. Leaders check that staff meet their individual targets and that these are linked to salary progression. Targets are clearly set, based on the priorities of the school and are reviewed regularly. Where there is a need, training packages are put in place for individual teachers.
- The relatively new headteacher has stepped seamlessly into the school to continue its drive for improvement. Improvement in progress, particularly in writing and the improving trend in standards at both Key Stage 1 and Key Stage 2 clearly demonstrate the capacity of leaders to bring about further improvements.
- The curriculum meets the needs of pupils appropriately and retains an appropriate focus on the teaching of the basic skills. It is enriched by trips, visits and visitors. In addition a wide range of sporting and other extra-curricular activities, which are available at no charge to pupils, have a good impact on pupils' personal development and builds resilience.
- The local authority provides support to the school by making regular visits throughout the year. The school benefits from its close partnership with two local schools, one of which is a teaching school. These partners provide opportunities for the school to share training and assessment activities.
- The new primary school sport funding has been spent exceptionally well. It is providing a specialist sports teacher to deliver high quality physical education lessons across the school and

to enable the school to expand the lunchtime and after-school clubs to pupils. Training for school staff is undertaken through the 'Rossendale Schools Partnership', which also allows pupils wider access to sporting competitions and resources.

- Leaders and managers use the pupil premium money wisely to bring about improvements for eligible pupils so that they are able to overcome barriers to learning. The impact is evident, as the attainment gap between the pupils who receive the pupil premium funding in school and those who do not is narrower than the gap nationally and is continuing to close.
- **The governance of the school:**
  - The governing body is well informed and committed to helping the school improve. Governors are frequent visitors to the school in both a supporting and monitoring capacity. They have a good understanding of the school's performance data and, as a result, know the right questions to ask in order to challenge the school leaders. They often visit classrooms to observe teaching and thus gain a good understanding of its quality. This understanding is strengthened further by their receipt of appropriate information about the quality of teaching and a wide range of data about pupils' attainment and progress in the school. They understand and are involved in the management of staff performance. They are not afraid to question the headteacher about salary rises for staff and steps for tackling underperformance. They take their responsibilities for the safety of their pupils very seriously. There is a health and safety committee that takes responsibility for overseeing of e-safety and physical aspects of the building and all governors have undertaken the appropriate training for child protection. All safeguarding arrangements meet statutory requirements.



## 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>	119194
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	440835

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	403
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Hall
<b>Headteacher</b>	Glyn Ellis
<b>Date of previous school inspection</b>	4 November 2010
<b>Telephone number</b>	01706 215947
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