

Trawden Forest Primary School

Dean Street, Trawden, Colne, Lancashire BB8 8RN

Inspection dates

24–25 January 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders at all levels, very effectively supported by the governors and the hard work of the staff team, have improved the school. Standards are rising, and all current pupils are making good progress throughout the school.
- Governance is highly effective. Governors challenge leaders to provide convincing evidence of improvements.
- Teaching is consistently good. Pupils learn at a good pace. Teachers assess their work carefully and pupils appreciate this and respond thoughtfully to guidance.
- Disadvantaged pupils frequently make faster progress than others so that they catch up with other pupils by the end of Year 6.
- Pupils who have special educational needs (SEN) and/or disabilities make good progress because work is planned carefully to meet their needs and they are supported by skilled teaching assistants.
- Children in the early years make a positive start to their learning because they like school and feel safe and secure.
- Reading is very well taught. Leaders and teachers have developed a wide range of strategies to encourage and support pupils to read more widely and more often.
- Pupils' behaviour is good. They take pride in their school and their achievements. They conduct themselves well around the school and look out for one another. They try hard to live up to the school motto 'everyone welcome, every child matters, every moment counts'.
- In some classes, teachers occasionally move on too quickly before pupils have mastered the initial learning.
- The broad curriculum is designed to ignite pupils' interest. The recent introduction of an outside learning programme has enriched pupils' understanding and appreciation of the environment.
- Pupils do not consistently enhance and develop their key skills in literacy and numeracy across other subjects in the curriculum and, over time, not all pupils who could have reached the highest levels have done so.
- Most parents and carers regard the school highly. A minority are critical of how effectively the school communicates with them. Some parents are concerned about too many changes in teaching staff.
- Pupils say that they feel safe in school. They show a good understanding of British values and are well prepared for the next stage of their education.

Full report

What does the school need to do to improve further?

- Further improve the effectiveness of teaching so that it enables all pupils throughout the school to reach their full potential by:
 - ensuring that teachers routinely check pupils' understanding before moving on to the next step in their learning
 - ensuring that teachers more consistently provide pupils with opportunities to practise and refine their key skills in all areas of the curriculum
 - building upon the steps that have been taken to increase the proportion of pupils working at greater depth by the end of key stages 1 and 2.
- Enhance the quality of leadership and management by:
 - continuing to improve communication with parents
 - minimising further disruptions to teaching and learning brought about by staff changes.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and deputy headteacher have quickly become a strong and effective team. The headteacher has already gained an in-depth knowledge of the school's strengths and weaknesses. She has conducted pupil progress meetings, observed teaching and learning and set challenging targets for all staff.
- The school has been improving steadily since the previous inspection. Many initiatives overseen by the deputy headteacher have resulted in better outcomes for pupils. For example, she has devised a unique tracking system to oversee the progress of disadvantaged pupils and ensures that the pupil premium funding is used effectively. Disadvantaged pupils are now making strong progress so that they catch up with their peers and, sometimes, overtake them.
- Senior leaders have established strong procedures so that they and class teachers know how well pupils are learning and developing personally. Teachers know where they need to provide extra challenge and where to give extra support.
- Good-quality professional development is ensuring that teaching and learning are improving in all subject areas and in all classes. The school's system for performance management is good. Leaders and governors have high expectations of staff and weak teaching is not accepted. Many subject leaders are new in post and are still refining their skills in subject management.
- The school has successfully implemented a new behaviour management system in the past months so that clear, consistent procedures with a graduated approach are in place. This has led to a steep reduction in the number of incidents of poor behaviour.
- The coordinator for the provision for those pupils who have SEN and/or disabilities is knowledgeable and experienced. She checks the progress made by pupils who have SEN and/or disabilities to ensure that the support they receive is benefiting them. She supports class teachers well and leads the training of teaching assistants.
- The school's curriculum puts a strong emphasis on literacy and numeracy, with a very specific focus this year on promoting reading, which was a weaker area identified in the progress data last year. There are enticing books on display across the school and many strategies have been put in place which are improving reading. The curriculum is regularly reviewed to add 'wow' factors and to respond to pupils' enthusiasm.
- The recent introduction of an initiative to develop outdoor learning has brought a new dimension to learning for all classes. Leaders want to ensure that key skills are promoted in all curriculum areas.
- The school uses the primary school physical education and sport funding well to provide extra training for staff, bring new sporting opportunities into school and provide better equipment. Many pupils who previously had a low participation rate in sport are now more active.
- Pupils' spiritual, moral, social and cultural development and their awareness of British values are fostered in most subject areas. The school celebrates the local and wider communities and exposes pupils to literature from China, Germany and the Caribbean,

among others. Through the school council, pupils experience democracy in action and learn to respect and tolerate others whose opinions might be different to theirs. The school uses the 'building bridges' initiative to link with a school with pupils from different cultures, faiths and backgrounds.

- Responses to the staff questionnaire were unanimously positive, indicating the staff's high morale and pride in their work.
- Most parents spoke highly of the school, praising the dedication of the staff, the leadership and the progress made since the previous inspection. Their views were summed up by one parent who described Trawden Forest as 'a great little school'. A minority expressed some negative views, which were followed up by the inspection team and discussed with the headteacher.
- The school has been well supported by the local authority in the past. It now has the capacity to lead its own improvement and share good practice with others.

Governance of the school

- The governing body is highly effective.
- Governors are ambitious and dedicated to overseeing further improvement. They have been diligent in supporting the school through a period of staffing turbulence and have brokered effective support from the local authority.
- Governors challenge leaders at all levels, requiring them to provide evidence of the impact of their work on improving outcomes for pupils.
- Governors have a clear view of the quality of teaching throughout the school and oversee rigorously the school's arrangements for performance management.
- Governors also monitor pupils' personal development and check that pupils are kept safe.
- The governing body ensures that additional funding is well spent and the school provides value for money.

Safeguarding

- The arrangements for safeguarding are effective.
- A strong culture of safeguarding pervades the school. Robust procedures are in place to ensure pupils' safety. The school works well in partnership with other agencies and with parents to ensure pupils' safety and well-being. The site is secure and very well maintained. Staff training is frequent and includes all the most recent guidance, as well as safe recruitment techniques. Safeguarding records are up to date and carefully managed. Leaders responsible for safeguarding ensure that all staff carry out their roles effectively.

Quality of teaching, learning and assessment

Good

- Despite staff changes, teaching and learning have improved since the previous inspection. Standards are rising. Effective induction for new staff and good-quality

support for teachers have helped to minimise the effect of staff changes on pupils' learning and progress.

- Across the school, there are very positive relationships between teachers and pupils. Typically, teachers work effectively to plan lessons which enthuse their pupils and accelerate their learning.
- The school's strategies for the teaching of writing have been very effective. Pupils write first, second and third drafts of their work on different coloured paper. This has the effect of freeing up 'writer's block' so that pupils enjoy writing the first draft without too much worry about correct spelling and punctuation. Teachers spend time helping pupils to plan their writing so that they make rapid improvement across the school.
- Teachers put a strong emphasis on broadening pupils' vocabulary to enable them to write accurately, fluently and with creativity. Examples of pupils' successful writing include 'His eyes reflected the ever-darkening shadows of his untold soul' and 'Science fiction is a world of possibilities.' Teachers insist on pupils using subject-specific vocabulary, for example in an art lesson, pupils were readily using words such as 'vibrant' and 'subtle'.
- The teaching of mathematics has strengthened over time, as shown by the increasing proportion of pupils reaching the expected level at the end of key stage 1 and key stage 2. Pupils currently in the school are making strong progress in mathematics and achieving well.
- Pupils work at a good pace and are given time in lessons to reflect on and consolidate their learning. Teachers set high expectations for concentration and behaviour, to which pupils respond well.
- Typically, teachers promote learning effectively. However, occasionally, they try to move learning on too quickly before pupils have fully grasped an idea or concept. Where this happens, the level of learning is pitched at too high a level and pupils are not quite sure what they have to do or how to do it.
- Teachers regularly use questions effectively to help pupils extend and develop their learning. For example, Year 1 pupils were looking at the work of artist Carl Warner and learning how to explain clearly which pictures appeal to them most and why.
- Teaching assistants are well trained and make a substantial contribution to the learning of groups and individuals in all classes.
- Reading is very well taught across the school. Pupils enjoy the school's scheme, which pits classes against each other to see who can read the most books in the term. The emphasis is also on pupils developing a good understanding of what they read and reading a wide range of styles of books.
- Lessons in the school field, as part of the outdoor learning programme, are developing pupils' understanding of the environment and building pupils' confidence and self-esteem. Pupils enjoy learning rural crafts and develop respect for animals. Pupils know they must never drop litter in the fields nearby, especially where there are sheep and geese.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. They look smart and respect the school environment.
- Pupils are confident, self-assured and eager to share their views. Most pupils respect and listen to each other.
- Pupils say that bullying is not an issue. They trust staff to sort out disagreements or any bullying. As a result, they feel safe. They say that there is always someone to talk to if they have a concern. Pupils have been taught that, if they see any bullying, doing nothing is not an option. Pupils understand what is acceptable and know that any derogatory language can hurt others and will be challenged by teachers.
- Pupils feel very well informed about internet safety and the use of social media. They have enjoyed Life Bus sessions, which have given them a clear understanding of how to say 'no'. They have also appreciated body-image workshops.
- Pupils are consulted on various matters in the school through the school council meetings. They contribute ideas to what would be useful and interesting homework. Each class has a 'bucket list' of what they would like to achieve in the year. One class list includes building a den, looking after a class pet, charity work for the community and entering a competition.
- Attitudes to learning are positive in classes, although the good presentation seen in most books is not consistently matched in all classes.
- Pupils enjoy the breakfast and after-school clubs where they can choose which activities they prefer. The school offers well-attended sporting activities before classes start on two mornings each week.

Behaviour

- The behaviour of pupils is good.
- Pupils indicate that behaviour is typically good. They understand and appreciate the behaviour policy and know the consequences of poor behaviour. A small minority of parents expressed some concerns about behaviour. Inspection evidence showed the school has effective strategies to manage behaviour well.
- In the dining room and playgrounds at break and lunchtimes, pupils behave well. Disruption in lessons is very rare because staff expect pupils to work hard and do their best.
- Leaders give a high priority to the tracking and monitoring of behaviour to ensure that good behaviour is the norm throughout the school.
- Attendance is consistently above average and the incidence of lateness has been reduced.

Outcomes for pupils

Good

- Pupils across the school make typically good progress from their starting points. The knowledge, skills and confidence gained by pupils by the time they leave Year 6 ensure that they are well prepared for the next stage of their education.
- Results in the national phonics screening check in Year 1 have improved and are now above average. The school's tracking shows that the same good outcome is expected in the current year. This is due to effective daily phonics teaching for younger pupils.
- Results in the national assessments at the end of key stage 1 in 2017 showed that pupils were attaining at least in line with national averages in writing and mathematics, and above that level in reading. However, fewer pupils achieved greater depth. As a result, increasing the proportion of pupils who go on to work at the higher level has become a whole-school focus. The school's tracking information for this year indicates that the proportion achieving greater depth in their learning is increasing.
- In 2017, pupils in Year 6 achieved well. They made good progress in mathematics and writing but less so in reading. The school has introduced more effective strategies to ensure that, since September 2017, pupils' progress in reading has accelerated and their attainment has risen.
- Although a below-average proportion of pupils reached the higher levels by the end of key stage 2 in 2017, evidence from the inspection shows that, across the school, the most able pupils are achieving well in mathematics, reading and writing. Evidence in their books and in lessons shows that they are tackling more challenging work and a greater proportion are on track to reach greater depth in the national tests.
- The school has raised expectations and set more challenging targets for all cohorts this year. The school's current assessment information shows that they are on track to achieve them.
- Outcomes for different groups of pupils are typically positive. Year 6 disadvantaged pupils achieved very well in 2017, largely achieving above other pupils nationally. These pupils make faster progress because of the strong support they receive. The school has also been successful in almost eliminating the gap between the achievement of girls and boys that was noted at the last inspection.
- Pupils who have SEN and/or disabilities are well supported and so make good progress from their starting points. This is particularly the case in mathematics.
- The school is very effectively improving outcomes in reading. Pupils enjoy taking part in the local reading challenge, in which they represent the school in various reading activities. They recently took part in a challenge, reading aloud and talking about their books to the mayor, published authors and local business people.

Early years provision

Good

- There has been good improvement in children's achievement and in the effectiveness of the early years provision since the last inspection. Leaders and managers have an accurate and detailed knowledge of the quality of provision in the early years. They keep close track of children's progress and have ensured that the proportion of children

achieving a good level of development is steadily rising to now match the national average.

- The work seen in children's books shows that progress is strong, often with suitable challenge for the most able. Leaders have ensured that language development is a priority. Adults use language very effectively to model good speech and to encourage children to reflect on their learning.
- There is very effective teamwork between all adults. Teaching assistants make a strong contribution to children's good progress.
- Assessment systems are effective, so adults know how well children are learning and what they need to plan next. They are vigilant in identifying any children who might need extra help and use the expertise of the leader for SEN and/or disabilities to address their needs. Leaders are aware that the progress of boys has been slower than that of girls. To address this, they have ensured that the curriculum is adapted to especially appeal to boys as well as girls.
- Adults plan exciting activities that enthuse children. The bright environment, inside and out, provides a multitude of opportunities for children to write, read and practise number. For example, very good progress was made, particularly by boys, when they used notepads to track down missing pirate treasure.
- Children behave well. Through a range of texts and activities they gain an understanding of the diversity of the world. Through outdoor learning events they learn to appreciate the natural world.
- Leaders keep in close contact with parents, informing them about what is happening in school and helping them to contribute to their children's learning.
- Leaders have ensured that all safeguarding and welfare requirements are met and that children are safe and secure at all times.
- The increasing proportion of Year 1 pupils gaining high scores in the national phonics screening check is an indication of how well children are prepared for learning in Year 1.

School details

Unique reference number	119180
Local authority	Lancashire
Inspection number	10042440

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	Local authority
Chair	Paul Wright
Headteacher	Lisa Stinchon
Telephone number	01282 865 242
Website	www.trawden.lancs.sch.uk
Email address	head@trawden.lancs.sch.uk
Date of previous inspection	25–26 February 2016

Information about this school

- Trawden Forest is smaller than the average-sized primary school.
- Children in the early years receive a full-time education in the Reception class.
- The great majority of pupils are of White British heritage.
- The proportion of pupils who have SEN and/or disabilities is below average.
- The proportion of disadvantaged pupils known to be eligible for the pupil premium funding is below average.
- The school runs a breakfast and after-school club.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

- Some classes have had several changes of teacher in the last 18 months, caused by resignation, illness or difficulties in recruitment.
- A new headteacher took over the school in January 2018.
- Since the previous inspection, many new governors have been appointed, including a new chair and vice-chair of the governing body.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Some shorter visits were made to classrooms to see aspects of the school's work, such as the teaching of reading and phonics.
- Inspectors observed activities such as the breakfast club, playtime, lunchtimes and assemblies.
- The inspection team looked at work in pupils' books across a range of year groups, subjects and abilities. They listened to pupils in Years 2 and 6 read.
- Meetings were held with a group of governors, including the chair and vice-chair of the governing body, senior leaders, middle leaders, staff, pupils and a representative of the local authority.
- Inspectors analysed school documents, including the school's evaluation of its own performance, development planning, strategies to improve the quality of teaching and learning, and pupils' progress information. Safeguarding documents and policies, and records relating to pupils' personal development, attendance, behaviour, welfare and safety were examined.
- Inspectors took account of the 73 responses to the Ofsted online questionnaire, Parent View, reviewed the school's most recent parental survey and spoke with parents at the start of the school day.
- Inspectors gained the views of staff from responses to the Ofsted staff questionnaire and from many discussions with teachers and leaders.

Inspection team

Judith Straw, lead inspector

Ofsted Inspector

Pamela Potter

Ofsted Inspector

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Manchester
M1 2WD

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