

Inspection of a good school: Green Haworth Church of England Primary School

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

Inspection date:

25 May 2022

Outcome

Green Haworth Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils said that they enjoy coming to this school. They told inspectors that staff look after them well. Pupils are confident that they can share any worries with staff and will get the help that they need. This helps pupils to feel safe in school.

Pupils know that teachers expect them to do their best in their work. Pupils respond to these expectations well and show positive attitudes to their learning.

Pupils also know that teachers expect the best possible behaviour from them. Pupils do their best to show it, both in class and around the school. Sometimes, there is minor misbehaviour, but pupils explained that teachers are effective at dealing with it. Pupils stated that there is little bullying. When it does happen, staff respond to it well.

Pupils take part in a range of events and activities outside the classroom. For instance, they enjoy trips to places of interest that relate to what they are learning, such as the beach or the zoo. They can attend after-school clubs where, for example, they can play football or golf, or develop their drawing skills. Pupils explained that they are proud to attend a Church of England school because it makes the school 'feel different'.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum that includes a broad range of subjects and is ambitious. In the majority of subjects, leaders have made it clear what pupils need to learn and in what order. Leaders make sure that learning in the early years links to what pupils learn in Year 1 and beyond. However, in a minority of subjects, leaders have not organised the knowledge that they want pupils to gain as precisely as they could. This means that, sometimes, pupils do not build up their knowledge as securely as possible.

Teachers have strong knowledge of the subjects that they teach. Across most year groups and subjects, teachers regularly check that pupils understand what they are learning. They use a combination of periodic formal tests and day-to-day assessment to do this. Teachers help pupils who find any learning difficult. They give clear explanations and organise activities that help pupils to learn well. Teachers provide effective support for pupils with special educational needs and/or disabilities (SEND) to make sure that they join in with the learning. As a result, most pupils across the school achieve well across most subjects.

However, some pupils in key stage 2 do not remember as much as they should in a small number of subjects, such as computing. This is because of a period earlier in the year when there were some issues with staffing. At that point, the teaching of the curriculum did not enable these pupils to gain knowledge as firmly as they should. Leaders have now resolved these staffing issues. They have strategies in place to build this group of pupils' knowledge more strongly in this minority of subjects.

The large majority of pupils benefit from a well-organised reading curriculum. There is an effective phonics scheme in place. Leaders work with parents or carers of children in the Reception Year before they start school. This is to help parents to understand the way leaders teach reading in the early years. Children start to learn phonics soon after they enter the Reception class. Staff are well trained in how to teach phonics so that most pupils learn effectively. They identify pupils who have gaps in their knowledge and give them extra support. Pupils in key stage 2 learn about key reading skills, such as prediction and inference. Pupils typically read with good accuracy, fluency and understanding by the time they reach Year 6.

The majority of pupils in key stage 1 learn phonics well. This helps them to read accurately and fluently. However, a few pupils, who have difficulty with reading, find their reading books sometimes too difficult to read. They are unable to use what they know about phonics to help them to read fluently. This results from teachers not giving them enough practice in applying the sounds that they are learning before moving on to a more challenging reading book.

Leaders identify the needs of pupils with SEND effectively. They work well with parents to plan the support that they provide for these pupils. Leaders also use outside experts when needed. As a result, most pupils with SEND achieve well.

There is little disruption to lessons. Some pupils, and some children in the early years, occasionally lose focus on their learning. However, teachers have effective strategies to correct any misbehaviour. Minor lapses in pupils' behaviour do not adversely affect the teaching of the curriculum.

Pupils have various opportunities to broaden their education beyond the classroom. For example, they experience outdoor and adventurous activities on residential trips. They also expand their understanding of other faiths through visits to a mosque, for instance.

Leaders are supportive of staff and consider their welfare and workload carefully. Staff said that leaders are approachable. Governors hold leaders to account effectively and

check leaders' work thoroughly. Governors understand their responsibilities and carry them out effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have useful systems in place to report and respond to safeguarding concerns about pupils. Staff are well trained and know the signs of possible abuse. Staff know pupils well and are alert to any changes in pupils' mood or behaviour. Leaders give pupils the help that they need promptly. This includes making referrals to outside services, such as social care, when necessary.

Leaders provide pupils with information to keep themselves safe, such as how to avoid harm when using the internet. Leaders understand the processes for managing allegations against staff, should the need arise.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the content and sequencing of the curriculum are not as clear as they need to be. This means that pupils cannot build their knowledge as fully as possible. Leaders must make sure that the sequence and content of pupils' learning are clear across all subjects, so pupils make maximum progress through the curriculum.
- The delivery of the curriculum in a few subjects for some key stage 2 pupils has not enabled these pupils to embed knowledge as firmly as possible. Consequently, they do not remember as much as they should. Leaders should continue with their current strategies to ensure that these pupils retain what they learn more securely.
- A small number of pupils in key stage 1 find their reading books too difficult to read. This is because teachers do not give them enough time to practise the phonics they have learned. As a result, these pupils do not read with enough fluency or accuracy. Leaders need to ensure that staff provide more opportunities for pupils to practise applying their phonics knowledge before pupils move on to more challenging reading books.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in March 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119442
Local authority	Lancashire
Inspection number	10226102
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Chair of governing body	Julie Hurley
Headteacher	Phil Turner
Website	www.greenhaworth.co.uk
Date of previous inspection	28 February and 1 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England, voluntary aided primary school.
- The school was last inspected under section 48 in October 2017.
- Leaders do not use alternative provision.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in these subjects: early reading, science and computing. They held discussions with curriculum leaders, visited lessons, looked at a range of pupils' work and met with teachers and pupils. The lead inspector heard pupils reading to familiar adults and talked to pupils about their reading. Inspectors looked at how well the curriculum in early mathematics is delivered. Inspectors also looked at the structure of the curriculum in other subjects.

- Inspectors reviewed the school's website and a range of school documents. These included the school's self-evaluation document, its improvement plan and various documents and records related to behaviour, safeguarding and bullying.
- Inspectors held meetings with the headteacher and other members of staff. The lead inspector spoke with governors, including the chair of the governing body. The lead inspector also spoke with representatives of the local authority and the diocese.
- Inspectors spoke with groups of pupils about their experiences in school.
- The lead inspector evaluated the responses to Ofsted Parent View and the staff survey. There were no responses to the pupil survey.

Inspection team

Mark Quinn, lead inspector

Her Majesty's Inspector

Pamela Potter

Ofsted Inspector

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