

Inspection of a good school: Trawden Forest Primary School

Dean Street, Trawden, Colne, Lancashire BB8 8RN

Inspection dates:

21 and 22 March 2023

Outcome

Trawden Forest Primary School continues to be a good school.

What is it like to attend this school?

Pupils, including children in the early years, arrive at school happy and ready to learn each day. Staff welcome pupils warmly and pupils get started on their work quickly and sensibly.

Pupils feel safe at school and they enjoy being with their friends. Parents and carers appreciate the way in which staff get to know and care about their children.

Leaders have high expectations for pupils, including those with special educational needs and/or disabilities (SEND). Pupils work hard and they achieve well across the curriculum. They behave well during lessons and any low-level disruption during lessons is addressed well by staff.

Pupils are polite and respectful to each other and adults. They play well together and they enjoy having the opportunity to play with friends in different year groups. Pupils said that when any bullying has happened staff have dealt with it quickly. Leaders have appropriate systems and procedures in place to ensure that issues relating to bullying are addressed in a timely manner.

Pupils enjoy the range of responsibilities open to them. These include being librarians, buddies for younger pupils, digital leaders, school councillors and eco warriors. They were keen to explain to the inspector that being voted into these roles demonstrates democracy in action.

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

Leaders have prioritised the teaching of reading. To this end, they have introduced a suitable phonics programme and ensured that staff deliver this curriculum well. Children in the early years are surrounded by high-quality texts which leaders have selected carefully. Staff's consistent approach to the teaching of early reading helps pupils to learn the sounds they need to become effective readers quickly. Leaders check that pupils are

reading books which are closely matched to their phonics ability. Any pupils who fall behind receive appropriate support from staff so that they catch up quickly. As a result, most pupils are reading fluently by the time they start in key stage 2.

Throughout school, pupils read widely and regularly. Staff carefully select texts to help pupils to learn about the diversity of life in modern Britain. Older pupils talk enthusiastically about the range of books by different authors that they have been reading. They understand how important reading is for later life.

Leaders have designed a curriculum which interests and excites pupils. In the early years, children are immersed in learning opportunities that support them to learn the curriculum well. For example, children in the Reception class showed perseverance and cooperation while building dens and creating imaginative scenarios together. Staff are trained well to support children's speech and language development and build on their interests.

The curriculum is well organised and ambitious for pupils, including those with SEND. In most subject areas leaders make it clear to teachers what specific knowledge and vocabulary should be taught. However, in a small number of subjects, leaders are still finalising their curriculum thinking. From time to time, this hinders pupils in being able to build effectively on their prior learning.

Staff are well equipped to design learning and they have strong subject knowledge. They skilfully check on any misconceptions. Staff encourage pupils to learn from their mistakes and know the importance of supporting each other to improve. Leaders check that pupils receive extra support when needed.

During lessons pupils behave well. While some younger pupils are still learning to follow school rules, staff use the behaviour policy consistently well to ensure that learning is not disrupted.

Staff support pupils with SEND appropriately. Leaders have ensured that there are effective systems in place to identify individual pupils' needs at the earliest stage. Teachers are suitably trained and they use a range of pertinent strategies to support pupils with SEND to access the curriculum well.

Pupils enjoy a broad range of extra-curricular clubs. They can hone their interests and develop their talents. Leaders have designed enrichment activities which support pupils in developing their understanding of the wider world. In particular, leaders have worked with other schools to ensure that pupils make friends and celebrate cultural differences. This helps to prepare pupils well for secondary school. Pupils willingly take on responsibilities to help to improve their school.

Governors and leaders use their expertise appropriately. They have an accurate view of the quality of education for pupils. Staff appreciate the efforts of senior leaders to support their well-being. Staff feel proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that adults working in the school receive regular training so that they fully understand their safeguarding responsibilities. Staff are vigilant and they know what to look out for as signs that may indicate that a pupil is at risk of harm. They report and record their concerns promptly. Leaders work closely with outside agencies to support vulnerable pupils and their families.

Staff teach pupils how to keep themselves safe, including when they are online. For example, pupils have a well-developed understanding of how to form healthy relationships. They know the importance of talking to trusted adults if they have any problems.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the most important key knowledge that pupils must learn is not clear enough for teachers. This means that, in these subjects, pupils are hindered in building securely on prior learning. It also makes it more difficult for teachers to check pupils' understanding and to ascertain what knowledge they have retained over time. Leaders should ensure that they define clearly what pupils should know in these subjects.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2018.

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.

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	119180
Local authority	Lancashire
Inspection number	10268865
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	191
Appropriate authority	The governing body
Chair of governing body	Iain Ross
Headteacher	Lisa Stinchon
Website	www.trawden.lancs.sch.uk
Date of previous inspection	24 and 25 January 2018, under section 5 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in her evaluation of the school.
- During this inspection, the inspector met with the headteacher and a wide range of other staff.
- The inspector met with members of the governing body and held a telephone conversation with a representative of the local authority.
- The inspector spoke with pupils about their work and their wider school life.
- The inspector scrutinised a range of documentation relating to safeguarding. She examined leaders' approach to safer recruitment. The inspector also spoke to staff about their safeguarding knowledge and checked how well they understood their safeguarding responsibilities.

- The inspector observed pupils' behaviour during playtimes and while in lessons.
- The inspector spoke with parents to gather views about the school. She considered the views of parents submitted through Ofsted Parent View, including the free-text responses.
- The inspector carried out deep dives into early reading, mathematics and art and design. She spoke with the staff who lead these subjects, visited lessons and spoke with teachers. She also spoke with pupils about their learning and viewed examples of their work. The inspector considered how leaders organise other subjects across the curriculum.
- The inspector observed pupils in key stages 1 and 2 read to a trusted adult.
- The inspector considered responses to Ofsted's online surveys for staff and pupils.

Inspection team

Sarah Barraclough, lead inspector

His Majesty's Inspector

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