

Inspection of Great Harwood Primary School

Rushton Street, Great Harwood, Blackburn, Lancashire BB6 7JQ

Inspection dates: 20 and 21 September 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils, including children in the early years, enjoy coming to school. They are happy and interested in what they are learning. Pupils understand how important it is to work hard in school, so that they will do well in later life.

Parents and carers are very positive about the school. They appreciate the support that staff provide for their children. Parents said that they found it easy to communicate with staff.

Pupils behave well in lessons and at playtime. They are polite and respectful to one another. Pupils know that staff will help them to sort out any minor problems that they may have. This helps pupils to feel well cared for and safe in school.

The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Most pupils achieve well across the curriculum. They enjoy celebrating successes in their own work and they strive to achieve certificates in assembly.

Pupils enjoy a range of trips to places in the local area. For example, they were keen to visit the supermarket to buy what they needed for baking and they delighted in singing at a local community venue. They are proud to be elected to positions of responsibility in school, such as acting as school councillors or eco-warriors.

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

The school has prioritised the teaching of reading. From the early years, children are immersed in high-quality texts. Staff carefully thread the learning of new sounds and the development of children's vocabulary through the curriculum. For example, children in the Reception Year enjoyed demonstrating their new learning when they used a sound they had learned recently as a password to move from the classroom to the outdoor area.

The school has trained staff to ensure that the delivery of the phonics curriculum is consistent. The school makes sure that pupils read books, which match the sounds they know and suit their interests. When pupils find reading difficult, the school provides additional support to make sure that they can keep up with their peers. Most pupils are fluent readers by the time they enter key stage 2.

Pupils throughout school value reading and the joy that it provides. Staff make thoughtful text choices to capture pupils' imaginations. Pupils appreciate the new reward system, which inspires them to read more frequently at home.

The school has worked hard to design a curriculum that is appropriately ambitious and interesting for pupils. The school's curriculum is ordered logically and pupils' learning builds securely on what they know already. Staff are well equipped to provide clear explanations to pupils and to design learning that helps pupils to

acquire the knowledge that they need. For instance, staff in the early years communicate clearly and effectively with the youngest children. This helps children to learn and remember key vocabulary.

Teachers use a range of appropriate strategies to check that pupils have understood and remembered what has been taught. This means teachers can act quickly when pupils need help to overcome misconceptions or revisit earlier learning. However, in a few subjects, teachers are not as clear about the important knowledge that pupils should learn. This hinders staff in checking on whether pupils' earlier learning is secure.

The school has ensured that staff are suitably equipped to identify the additional needs of pupils with SEND quickly and accurately. Staff are skilled at adapting how they deliver the curriculum to ensure that pupils with SEND learn the same curriculum as their peers. Typically, pupils with SEND achieve well across the curriculum.

Children work hard in lessons and there is a calm atmosphere. For example, in the Reception class, children worked well together and they persevered even when they found things difficult. The school has ensured that there is a sharp focus on helping pupils to understand and manage their feelings. Staff help pupils to understand how their behaviour impacts on others. For example, staff take the time to talk through any misbehaviour with pupils and provide support, so that it does not happen again. Pupils behave well and they move around the school sensibly.

Pupils enjoy the clubs they can attend at school. However, some pupils do not have sufficient opportunities to develop their talents and interests. Pupils understand the importance of being fair to everyone, irrespective of someone's appearance or beliefs. Pupils learn about keeping themselves safe online and how to stay healthy. They know about the importance of eating a healthy, balanced diet.

The school acknowledges that there have been a lot of changes to improve the curriculum recently. The school ensures that staff receive the support and training that they need to carry out their roles effectively. Staff are very proud to work at this school and they feel valued by leaders.

The school has identified several innovative and successful approaches to work with and communicate with parents. This has resulted in strong links between staff and parents. In particular, parents feel better informed than they did previously about how they can support their children with reading.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the most important key knowledge that pupils should learn is not clear enough for teachers. This means that, in these subjects, some 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. The school should ensure that teachers are clear about the knowledge that pupils should acquire in these subjects.
- The school has not ensured that some pupils experience a wide enough range of activities to develop their knowledge and skills beyond the academic curriculum. As a result, some pupils do not have enough opportunities to develop further their sporting and artistic skills and abilities. The school should ensure that these pupils have enough opportunities to pursue and hone further their talents and interests.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119162
Local authority	Lancashire
Inspection number	10294302
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair of governing body	Sue Gandy
Headteacher	Mick McKenna
Website	www.greatharwood.lancs.sch.uk
Date of previous inspection	12 June 2018, under section 8 of the Education Act 2005

Information about this school

- A new headteacher has been appointed since the previous inspection.
- The school does not use any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, senior leaders and other members of staff.
- Inspectors met with some governors and with representatives of the local authority.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils read to a trusted adult.
- Inspectors observed pupil's behaviour during playtimes and while in lessons.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's online staff and pupil surveys. Inspectors met with parents to gather their views and opinions about the school.

Inspection team

Sarah Barraclough, lead inspector

His Majesty's Inspector

Alison Dickinson

Ofsted Inspector

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