



# Rawtenstall Water Primary School

Inspection Report

**Unique Reference Number** 119198  
**LEA** Lancashire  
**Inspection number** 280487  
**Inspection dates** 24 January 2006 to 25 January 2006  
**Reporting inspector** Mrs Jennie Platt

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

<b>Type of school</b>	Primary	<b>School address</b>	Burnley Road East
<b>School category</b>	Community		Water
<b>Age range of pupils</b>	4 to 11		Rosendale, Lancashire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01706 216414
<b>Number on roll</b>	83	<b>Fax number</b>	01706 218637
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Julie Adshead
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Mrs Helen McLenahan

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 24 January 2006 - 25 January 2006	<b>Inspection number</b> 280487
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## **Introduction**

The inspection was carried out by one additional inspector.

## **Description of the school**

This is a small village school. Declining numbers mean the school has had to adjust classes and pupils are now taught in three mixed age groups. The school serves an area which is socially and economically similar to the national picture. Attainment on entry to the school is average. No pupils are from minority ethnic groups. An above average number of pupils have additional learning needs. The school has had considerable recent changes of staffing and headship, but is now in a more stable situation. The school is working towards Healthy School status.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school's judgement that it provides a satisfactory quality of education is accurate. It is now emerging from an unsettling time caused by changes in staff, especially a quick succession of three headteachers. The new, enthusiastic headteacher has quickly brought about change, and the school is on a secure footing with good capacity to improve. The decline in standards has been halted and, overall, achievement is satisfactory, although higher attaining pupils are not making as much progress as they should in Key Stage 1. Provision in the Foundation Stage is satisfactory and children make satisfactory progress to reach the standards expected by the end of reception. However, activities do not always suit the age and experiences of these children and time is not used effectively to ensure good progress. Teaching and learning are satisfactory. Pupils' personal development and the care provided for them are good. New teachers have taken on board many changes, especially new planning, which is improving continuity as pupils move from class to class. Governors and subject leaders are more involved in strategic planning. The next step is to be more involved in monitoring and setting school targets that are linked to raising standards. The school provides satisfactory value for money.

not applicable

### What the school should do to improve further

- Improve progress in the Foundation Stage by planning activities more suitable for this age range.
- Improve progress in Key Stage 1 by making better use of assessment so that teaching is more challenging, especially for the higher attaining pupils.
- Extend the role of subject leaders and governors to include more monitoring and target setting linked to raising standards.

## Achievement and standards

### Grade: 3

Achievement is satisfactory and standards, as pupils leave school, are average. This represents an improvement on recent national test results at the end of Key Stage 2. Factors responsible for this upturn in standards include a return to stability in staffing, better use of assessment and detailed planning and support from the local authority. Challenging teaching in Key Stage 2 is enabling pupils to overcome earlier underachievement. However, test results last year showed that higher attaining pupils underachieved. Consequently, the school failed to achieve its target. Current challenging targets expect more pupils to reach above average levels. Predictions, based on tests that have been checked by local authority advisors, show the school is on target to reach these standards. The school has adjusted resources and topics to improve boys' achievement.

- Standards at the end of Key Stage 1 are average. Although overall achievement is satisfactory, higher attaining pupils are not making as much progress as they can, especially in writing. From an average starting point, children in the Foundation Stage make satisfactory progress to reach the standard expected by the end of the reception class. Pupils with additional learning needs make good progress to reach the targets set in their individual plans. Supportive relationships enable pupils with behaviour difficulties to flourish.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good. Pupils enjoy school and consequently, attendance is above average. The school builds on its small size and pupils show a genuine concern for each other. Pupils were adamant that they are all friends and that there is no bullying or harassment in their school. Staff value pupils' efforts and ample praise leads to hard work and good behaviour. Pupils know how to keep safe and understand the importance of eating healthily and keeping fit. School councillors know their ideas are acted on and pupils particularly enjoyed the pet day. Councillors sensibly help to organise events to raise funds. This spirit of helping others is shared by all pupils as they are involved with activities in the local and wider community. Now that standards are rising the school is moving to gain a basic skills award and this improvement is providing a firm foundation for pupils' economic well-being. Limited use is made of the library to encourage independent learning.

Spiritual, moral, social and cultural development is good. The strengths are in social and moral development which leads to an orderly community. Pupils celebrate their own culture, especially in art, but are less informed about life in a multi-cultural society.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Good teaching was seen in Key Stage 2 where the pace of learning was brisk and teachers shared an enthusiasm for teaching which inspired pupils. Assessment information is used well and tasks extend learning. This is a major reason for the improved standards in Year 6. Numeracy skills are taught especially well in Key Stage 2. Lively introductions and quick fire questions promptly draw from pupils their method of solving number problems. The interactive white board is used well in Year 6 to make learning more interesting. This resource is not available elsewhere and teachers miss opportunities to use computers to extend pupils' skills. In the Foundation Stage and Key Stage 1 teaching is satisfactory. Warm relationships effectively extend pupils' social and personal skills. Lessons are carefully planned but the pace is often too slow and tasks lack enough challenge to lead to effective learning. Assessment is not always accurately identifying current standards or being used to check work matches ability. This especially restricts the progress of

the higher attaining pupils. In mixed age classes, the children in reception have too many activities directed by the teacher, and spend too much time listening, rather than learning through activity.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. Careful planning for the wide range of ages in each class makes sure all aspects of the National Curriculum are covered. Literacy and numeracy are used effectively in other subjects, but information and communication technology (ICT) is not fully exploited. The Foundation Stage curriculum is not based on a clear understanding of how young children learn. Opportunities for exploratory play are not always available and the choice of tasks is somewhat limited. Plans to improve the outdoor space will enable more learning to take place outside. Pupils with additional learning needs are well supported with detailed programmes that enable staff to provide relevant help. The school provides a good range of clubs and activities. Sport is encouraged by effective links with the high school. This link also provides Year 6 pupils with the opportunity to learn a modern foreign language. Visits add richness to the curriculum and pupils enjoy a residential visit to experience adventurous activities.

## **Care, guidance and support**

### **Grade: 2**

This is a close knit and caring school based on a warm relationship with the community. Pastoral care and welfare are good. Child protection procedures and other safety checks are firmly established. Effective use is made of external agencies when required. The school's approach to teaching personal and social skills is good. The whole school looks at the same topic which is then extended in assemblies and by visitors. Pupils were impressed by recent visitors and this consolidates important messages. Thorough induction procedures lead to children settling in happily. Close links with secondary schools mean pupils move on smoothly. Special meetings for pupils with additional learning needs provide an informed picture of their requirements. Pupils have individual targets so they are involved in their own learning. When one target is achieved, another is set. This system has more impact on progress in Key Stage 2 because teachers remind pupils of their targets.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The quick succession of headteachers has led to the school lagging behind with important changes. The new headteacher's enthusiasm has raised morale. New systems and a strong team are now in place and the capacity to improve is good. The improved standards in Year 6 show the positive effect of changes on achievement. The headteacher leads by example, being a good teacher and sharing her skills with all staff. Her thorough audit of the school included

consultation with governors, staff, parents and pupils and resulted in an accurate picture of current strengths and areas for development.

The role of subject leader has been affected by the changes in school leadership but is now developing well. Staff monitor what is happening and draw up subject action plans. These plans show an understanding of what needs to be done. Leaders have a better picture about strategies to raise standards than the action plans indicate. The next step is to link targets more closely to raising standards and setting criteria that can be measured for success. Governance is satisfactory. Governors, under guidance from the headteacher, are becoming more challenging. As yet, they are not sufficiently involved in monitoring to play a full part in setting future priorities.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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26 January 2006

Dear Pupils

Thank you very much for the friendly way you welcomed me during my recent visit. I appreciated the way you told me how happy you are in school.

I liked these things the most:

you told me you feel safe and know staff always have time to sort out any worries you may have

you behave well, and older pupils set a good example for younger children and take care of them if they are unhappy

teachers make lessons interesting and you try hard

the school has settled down well with a new headteacher and teachers and runs smoothly.

I have asked your teachers to look at the following things to make your school even better:

to make activities in the reception class more suitable for the young children

to make more use of test information and make work harder for some pupils in the infants

I would like managers and governors to have more time to look at what is happening in school so that they set targets which will help raise exam results even more.

I am sure you will enjoy the rest of your time at Rawtenstall Water Primary School and I wish you well for the future.

Yours faithfully

Mrs J E Platt

Inspector