

# Haslingden Primary School

## Inspection report

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<b>Unique Reference Number</b>	119194
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313216
<b>Inspection dates</b>	11–12 December 2007
<b>Reporting inspector</b>	Jackie Barnes

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	404
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bernard Divine
<b>Headteacher</b>	Mrs Julie Burnside
<b>Date of previous school inspection</b>	1 November 2003
<b>School address</b>	Ryefield Avenue Haslingden Rossendale Lancashire BB4 4BJ
<b>Telephone number</b>	01706 215947
<b>Fax number</b>	01706 222619

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is above average size. The locality has mixed rented and privately owned properties with many well established traditional terraces. Entitlement to free school meals is a little above average, and a higher than average proportion of pupils has learning difficulties and/or disabilities. The majority of pupils are from White British backgrounds with about a third of pupils from other cultures, mainly Pakistani or Bangladeshi.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school and it has some outstanding features. It is a happy place, where pupils have fun as they learn. It has the confidence of parents who particularly value the excellent care and support their children receive. Pupils' personal development is outstanding. They are well behaved, care for each other and make very good use of the many opportunities they have for exercising independence and leadership. They value their friends and it is clear that these friendships are not restricted by differences in cultural heritage. Pupils say they enjoy school and almost all attend well. The good relationships with adults underpin pupils' confidence to share their ideas and ask questions in lessons. Pupils are keen to learn and work well with partners and adults to reinforce their understanding and pursue their ideas through discussion. They are willing to adapt to new ideas.

Overall, pupils' achievement is good and standards are average. The good progress made in the Reception year, however, slows to satisfactory over the next two years. By the end of Key Stage 1, overall standards are below average and not all pupils make enough progress. In Key Stage 2 progress accelerates, and by Year 6 progress is good and standards meet the national average and results in the 2007 national assessment tests.

The quality of teaching and learning is good. Lessons are well prepared with interesting resources. In the best lessons, imaginative and challenging teaching and tasks capture pupils' interest while making sure their learning is progressing at a brisk rate. Recent improvements in the school's system and use of data to track pupils' progress are starting to become effective. However, they are not used consistently enough to plan pupils' work to make certain it builds on what they have learned previously. For example, in some lessons particularly in Key Stage 1 it means that teachers' expectations for the progress of a few pupils are not high enough.

The school's good curriculum provides a wide range of opportunities across all subjects. It is particularly effectively in enabling pupils of all ages and abilities to express their creative ideas and to be successful in some way every day.

The leadership and management of the school are good. The headteacher's outstanding leadership of the school's development within the community, of the safe and secure learning environment, and of the improvements in standards, is a major factor in the success of the school. Governance is good. Governors are well informed and active, taking a keen and critical interest in the school's improvement. The school improvement plan clearly identifies the future developments, but those for priorities linked to further improve pupils' achievement and standards are not sufficiently detailed to provide a sufficient basis to monitor their implementation.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage provision is good. When children start the school their standards overall are below what is typical for their age although individuals vary considerably in what they know and can do. Their greatest difficulties are in the areas of personal development, and communication and literacy, particularly their speaking and listening skills. Most children make good progress as a result of good teaching and their own eagerness to learn. A significant proportion of children are learning English as an additional language and the support for these children is good. Well focused teaching supports children's language development. All learning

is built on systematically through structured play. Day-to-day assessment shows that children make good gains in their personal and social development and in their knowledge and understanding of the world. By the time children enter Key Stage 1 their attainments in communication, language and literacy and their mathematical development are close to average. Children with learning difficulties are identified early and there are effective programmes in place to give them the support they need.

### **What the school should do to improve further**

- Raise standards and improve pupils' achievement in Key Stage 1.
- Make more effective use of assessment data to plan challenging lessons and check pupils' progress throughout the school.
- Ensure the school's plans for improvement clearly identify the key priorities to improve achievement and standards.

## **Achievement and standards**

### **Grade: 2**

When the children start school in the Reception class their standards overall are below what is typical for their age. Their progress from this starting point is good overall although it slows in Key Stage 1. As a result, achievement is satisfactory and overall standards at the end of the key stage are below average, although a small number of pupils attain above average standards. The dip in progress is because until recently there has not been an effective system to assess and track pupils' achievement to make sure lessons build on their existing skills. In Key Stage 2 pupils' progress accelerates rapidly because the teaching and assessment ensures that their work builds effectively on their previous learning. By the end of the key stage standards are much improved, rising over time, and meet the national average in English, mathematics and science. A strength of these results is that in 2007, 60 percent of pupils attained above average levels in science and are the school's best for several years.

Pupils who have English as an additional language respond well in lessons with most achieving at least as well as other pupils in their class. Pupils with learning difficulties and/or disabilities are well supported by staff and their learning is carefully planned, with many achieving standards that are higher than similar pupils nationally.

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

### **Grade: 1**

This is a strength of the school, with very good opportunities to develop personal skills an integral part of every pupils' day-to-day experience. All staff are highly committed to this approach and create an extremely positive atmosphere of respect and care which develops pupils' self-confidence extremely well. This is very harmonious school community where pupils from all backgrounds get on extremely well together. Their behaviour is good and they really enjoy attending school, often talking enthusiastically about it. The school's overall attendance level has improved and is now average, although affected adversely by extended family visits abroad. Pupils say they feel very safe in school and that if they have any concerns there is always an adult who will help them to sort it out. They have an excellent understanding of healthy lifestyles. This is because of their enthusiastic participation in regular sporting activities and the emphasis to make them aware of health and environmental issues. Pupils' spiritual, moral, social and cultural development is good. It is well supported by the curriculum, and the contribution from the community and religious leaders. Pupils are well placed to make the best

of future opportunities. They work extremely well with each other, are open to new ideas, keen to learn, adventurous and confident in making decisions. They are keen to use the ample opportunities to undertake leadership roles, and their basic skills in literacy and numeracy are secure.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall. Staff are committed to improving their professional skills and most have good knowledge of the subjects and age groups they teach. The management of pupils' behaviour is excellent and lessons run smoothly. In this school learning is often exciting and fun. Imaginative presentations and practical work enable pupils across the ability range to engage in lessons with enthusiasm. For instance, in a Year 6 literacy lesson pupils made very good use of a model oasis to stimulate their imaginative story writing as part of their work about Egypt. Teachers are making increasing use of a new system to track pupils' progress and use the outcomes to inform their lesson plans. In some classes, most often in Key Stage 2, this is a key factor that helps teachers to plan work that builds very well on what pupils can do. This leads to good progress. However, its use is inconsistent and lessons sometimes lack challenge, with the result that pupils do not make enough progress. Across the school teachers mark pupils' work regularly but this does not always give pupils a clear enough idea of what they should do to improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good, supports pupils' progress and meets national requirements. The school gives careful consideration to providing a curriculum that meets pupils' varying needs, with particular strength in provision for creative and artistic work, the Foundation Stage and Key Stage 2. Pupils with learning difficulties and/or disabilities have effective provision as do those learning English as their additional language. Pupils' achievement in English, mathematics and science benefits from the good opportunities across the curriculum that they have to use their skills in information and communication technology (ICT). Linked work across subjects reinforces the relevance of skills learned in English and mathematics which are used very well, particularly in history, geography and design and technology. There is a good range of opportunities that enrich the curriculum, especially through music, drama and sport. There are many opportunities for pupils to take decisions about their learning and to experience links with other schools and organisations across the community.

### **Care, guidance and support**

#### **Grade: 1**

Excellent care and support for pupils of all abilities is provided consistently across the school. Guidance to pupils about their personal development is excellent. This develops their self-confidence and ability to think for themselves. Procedures for child protection, safeguarding and risk assessment are in place. The school's strong commitment to all pupils, including some who have not prospered in other schools, is evident in every aspect of the day-to-day practice of staff. A typical example of the sensitive understanding with which this is done was a member of staff watching, from a discrete position, to ensure that a pupil new to the school was able

to find his way independently and confidently from one place to another in the building in order to complete a task with which he had been trusted. Guidance to pupils on their academic achievement has improved recently because a new system is in place. This results in teachers having much improved information pupils' progress and achievement which they are increasingly using to plan lessons that build well on their previous learning.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The school has improved since the previous inspection mainly due to the exceptionally good leadership of the headteacher who has the support of an active governing body and a staff committed to improvement. The senior management team has changed over the last two years, with new appointments made that have added expertise relevant to the school's plans for improvement. This has worked well, for example, in the recent example development of new assessment and pupil progress tracking systems. Subject leaders now have useful information about pupils' standards and progress, to inform their current overview of their areas of responsibility. The school's self-evaluation procedures include a wide range of views and are generally good. These inform its use of challenging targets to improve standards. The school's planning for further improvement is based on this self-evaluation and priorities are appropriate, although not always planned with sufficient rigour to give clear timescales and criteria to inform effective monitoring of the implementation. The school's capacity for further improvement is good as is value for money.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Age group

4–11

Inspection date(s)

11–12 December 2007

Inspection number

313216

17 December 2007

Dear Children

Inspection of Haslingden Primary School, Lancashire, BB4 4BJ

Thank you for making us so welcome when we visited your school. You helped us to understand how much you enjoyed school and we saw that you are well behaved and look after each other. Your classrooms and corridors are made very attractive by displaying lots of the interesting work that you do, especially in art, science and ICT. You told us that you felt safe in school because the staff took very good care of you, and if you had any problems they were dealt with quickly. You know how to keep yourselves healthy and safe, and many of you take part in sport regularly. In lessons you work well, usually helped by good teaching, and are keen to be successful. Although you make progress in all your year groups, it is better in some years than others. By the time you are ready to go to secondary school, your standards of work are similar to those in most schools, and some of you do even better than this, especially in science and mathematics. You are rightly proud of your good school.

The inspectors feel you can do even better, so we have asked your school to check very carefully that you are all making the best progress you can, especially by the end of Key Stage 1. We have also asked that your school shows clearly in its plans for the future how this is to be done.

We send our very best wishes for your future.

Yours sincerely

J M Barnes

Lead inspector