

# Green Haworth Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119442
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358554
<b>Inspection dates</b>	23–24 September 2010
<b>Reporting inspector</b>	Clare Henderson

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Freeman
<b>Headteacher</b>	Mr Phil Turner
<b>Date of previous school inspection</b>	1 July 2008
<b>School address</b>	School House Lane Green Haworth Accrington BB5 3SQ
<b>Telephone number</b>	01254 233379
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed six lessons taught by four different teachers. The inspectors held meetings with members of the governing body, staff, parents and pupils, observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment, the curriculum, the school's development plan and the way in which the school evaluates its own performance. The views of parents and carers, through 24 returned inspection questionnaires, and the opinions of staff and pupils were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following;

- How well pupils are attaining and their rate of progress, in Years 1 to 6 in English and mathematics, in particular, those pupils with special educational needs and/or disabilities and those who are more-able.
- How effective assessment and tracking systems are in ensuring lessons challenge and enable all pupils to achieve their full potential.
- Whether the quality of provision in the Early Years Foundation Stage is enabling children to make at least satisfactory progress in all areas of their learning.
- How effective leaders and managers, including the governing body, are in ensuring that the capacity to improve is at least satisfactory.

## Information about the school

This school is a considerably smaller than the average sized primary school. It is situated in an extremely rural setting. A high proportion of pupils travel to attend from outside the local area. Pupils are taught in three mixed-age classes. A significant minority join the school other than at the start of the school year. The proportion of pupils known to be eligible for a free school meal is above average. The percentage of pupils with special educational needs and/or disabilities is also above average. Almost all pupils are of White British heritage. The school has gained National Healthy School status.

Since the previous headteacher left in July 2009, there has been no substantive headteacher. The present acting headteacher was seconded into the school in April 2010 as acting deputy headteacher and took up his current role this term.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It is happy, friendly and inclusive and takes good care of all pupils. Since the last inspection, it has experienced significant staffing turbulence. However, with close support from the local authority, effective changes have been made this year with the appointment of a highly motivated headteacher and the return of the experienced senior teacher. The impact of these changes is already evident in good provision in the Early Years Foundation Stage and strong partnerships within the local community.

By the time pupils leave in Year 6, attainment is broadly average and all pupils make at least satisfactory progress in English and mathematics. It is noteworthy that pupils with special educational needs and/or disabilities make good progress. This is because a constant factor throughout the turbulent time has been the highly skilled and very caring teaching assistants who support and guide this group of pupils well. Because of the constant changes in staffing, assessment and tracking data have not always been used to best effect to identify and address gaps in individual pupils' learning. As a result, all teachers do not consistently plan and teach lessons which challenge individual pupils, and particularly the more-able, to achieve their full potential.

The overall satisfactory curriculum is enriched well, particularly through a wide range of interesting after-school clubs, such as a film club which pupils say they really enjoy. Pupils behave well and they develop a good understanding of what is needed to lead healthy and safe lifestyles. Their spiritual, moral, social and cultural development is good overall, although they have limited opportunities to engage with pupils from different religious, ethnic and cultural backgrounds within the wider world.

The school knows its strengths and weaknesses and there is a strong determination to bring about improvement, shared by all staff and governors. New initiatives, for example in developing pupils' awareness of their own progress, are beginning to pay off.

However, the newness of the team, with members of the governing body and subject leaders new to their roles, means that its track record of success is as yet unproven. Consequently, notwithstanding the leadership team's conviction that things are on the right track, the school's capacity to sustain continuous improvement is satisfactory rather than good.

## What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress in English and mathematics, by, ensuring:

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- teachers effectively use assessment and tracking data to identify and address gaps in pupils' individual learning
- teachers consistently plan and deliver lessons which challenge individual pupils and, particularly the more-able, to achieve their full potential.
- Improve the quality of leadership and management, by:
  - developing the leadership skills of subject leaders so that they have a greater impact on raising pupil attainment and accelerating progress
  - provide further opportunities for new members of the governing body to develop their knowledge and understanding of their roles and responsibilities.
- Enhance the promotion of community cohesion, by:
  - providing pupils with more opportunities to engage with pupils from different religious, ethnic and cultural backgrounds in the wider world
  - monitoring the impact on pupils' attitudes of strategies put in place to extend community cohesion.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils' achievement is satisfactory and they concentrate well and work hard in a large majority of lessons. Pupils enjoy learning particularly when lessons are practical or involve the use of information and communication technology. For instance, in an art lesson in the mixed Year 2/3/4 class, pupils enjoy being challenged to think and reflect on work previously covered in a history lesson on the Romans, as they confidently design mosaic pattern on the computers. They work well with partners, taking turns and listening to each other's ideas. Such exciting learning gives a boost to pupils' self-confidence and provides a high level of challenge for more-able pupils. However, in a few lessons, pupils' individual learning needs are not consistently met and, at these times, progress slows. Discussion with pupils and scrutiny of their books show, that overall progress, from a below age-related starting point on entry, is satisfactory throughout the school. Pupils with special educational needs and/or disabilities make good progress. Their work with specialist support staff and small groups with teaching assistant support develops their self-esteem effectively and has a positive impact on their learning.

Pupils develop a good understanding of safety. They say the few incidents when pupils misbehave are quickly sorted out and that they could talk to any member of staff if they had a problem. A good partnership between home and school, coupled with pupils' average attendance rates, contributes to their enjoyment of school. Pupils say they value the responsibilities they have to contribute to the school such as house captains or members of the school council. Such experiences enable pupils to develop adequate work place skills and prepare them satisfactorily for the future. Meaningful assemblies

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accelerate pupils' understanding and reflection on right and wrong actions. Pupils meet children from different religious and ethnic backgrounds within the local area but do not have enough opportunities to engage with those from different religious, ethnic and cultural backgrounds in the wider world.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

In the minority of lessons where the quality of teaching is currently good, learning is planned well around clear objectives that are shared with pupils, tasks are challenging and pupils make good progress. However, where teaching is satisfactory it is because lessons are not pitched at the right level for all groups of pupils or sufficiently challenging for more-able pupils. This is because teachers do not use assessment information consistently or well enough to ensure that lessons fully match pupils' skills and understanding.

Pupils enjoy most lessons, especially when the emphasis is on practical activities, for instance, when pupils in Years 5/6 have to work with partners to devise a newspaper headline which will provide the greatest impact on the reader. Such activities advance

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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their self-confidence and communication skills adequately. The school has made a start at linking subjects through themes, to increase pupils' understanding and enjoyment and to provide a focus for developing their writing skills. The impact of this on raising pupils' attainment in English and mathematics is satisfactory overall.

Pastoral care for all pupils and their families is given a high priority. It is an undoubted strength and is a central reason for most pupils' and parents' and carers' confidence in Green Haworth. Most parents and carers understandably speak positively about the good care and support their children receive from all adults, and how this contributes well to their children's good personal development. Support for pupils with special educational needs and/or disabilities is good. Parents and carers praise this aspect of the school's work, particularly for those pupils who join the school during the school year or who have been excluded from previous schools. The statement, 'The school has worked wonders with my child,' reflects parents and carers positive views. Arrangements to prepare pupils for high school are well-planned and help to ensure a smooth transition to their next stage of education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Staffing changes mean that some subject leaders are new to their roles and there has been limited time for further training to help them ensure that all pupils achieve as well as they can. Despite this, the pace of improvement and management of the quality of teaching and learning is satisfactory and under the current leadership, rapidly improving. The governing body is supportive and keen to play its part in promoting improvement. However, some members are new to their role and are yet to fully understand their responsibilities. They ensure that all safeguarding requirements are fully met.

Procedures to ensure that staff are carefully checked to see they are suitable to work with this age group of pupils are thorough. The ethos established in the school is one of promoting equality for all. This is evident in the availability of curricular enrichment for different groups of pupils. However, more-able pupils do not achieve as well as they could in English and mathematics. Partnerships with others are good, particularly in promoting pupils' well-being. The quality of community cohesion is satisfactory. The school works hard to develop community links and raise the profile of the school in the local area. The use of the school minibus to take pupils to events within the community is a good example of its success. However, there is a limited range of opportunities for

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pupils to link up with pupils from different religious, ethnic and cultural backgrounds to their own within the wider world. Leaders are yet to monitor the impact on pupils' attitudes of the strategies put in place to extend community cohesion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children begin school with skills which are below those expected and, particularly in their social and communication development. Children get off to a good start to their learning and development in the Early Years Foundation Stage. They have good opportunities to learn through an appropriate diet of activities they have chosen for themselves and those they are directed to by adults. A good range of opportunities is provided, both indoors and outdoors, which develop children's physical and creative skills well. This is despite current, though soon to be improved, limited outdoor facilities. Small numbers in the Reception Year group mean that children are taught in a class with Year 1 pupils. Many children are new to the provision and the older Year 1 pupils help them join in play and encourage them to share and take turns. Planning is based around children's interests and focuses on enriching their life experiences. For instance, adults provide them with opportunities to grow their own vegetables, such as potatoes, which they subsequently cook and taste. Good relationships with parents and carers underpin the school's good induction and care procedures. Staff know children well and make sure learning is fun. As a result, children make good progress and finish reception working within the goals expected. Leadership is good and all adults work together as an effective team. They use observations effectively to track children's progress.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers responding to the questionnaire are happy with all aspects of the school's work and its effectiveness. Parents and carers clearly favour Green Haworth's small family atmosphere and appreciate the good quality of relationships and care. Most agree that the school keeps children safe and that their children enjoy school. A tiny minority felt that: the school does not deal effectively with unacceptable behaviour; teaching is not good; the school does not meet their children's particular needs, or keep them safe, and that leadership and management could be better. Inspectors followed these issues up and found that the needs of all pupils are considered carefully when dealing with any behaviour issues, which are managed well. The learning needs of each child are considered satisfactorily. However, more-able pupils do not always achieve their full potential in English and mathematics. All safeguarding requirements are met satisfactorily. The quality of leadership and management is satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Green Haworth Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 24 completed questionnaires by the end of the on-site inspection. In total, there are 58 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	75	5	21	1	4	0	0
The school keeps my child safe	21	88	2	8	1	4	0	0
The school informs me about my child's progress	15	63	9	38	0	0	0	0
My child is making enough progress at this school	15	63	9	38	0	0	0	0
The teaching is good at this school	17	71	6	25	1	4	0	0
The school helps me to support my child's learning	15	63	9	38	0	0	0	0
The school helps my child to have a healthy lifestyle	12	50	12	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	58	9	38	0	0	0	0
The school meets my child's particular needs	15	63	8	33	1	4	0	0
The school deals effectively with unacceptable behaviour	16	67	8	33	0	0	0	0
The school takes account of my suggestions and concerns	14	58	10	42	0	0	0	0
The school is led and managed effectively	16	67	7	29	1	4	0	0
Overall, I am happy with my child's experience at this school	16	67	7	29	1	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 September 2010

Dear Pupils

Inspection of Green Haworth Church of England Primary School, Accrington, BB5 3SQ

I would like to thank you for the help you gave the team when we inspected your school. I especially enjoyed chatting to some of you at lunchtime. Now I would like to share with you what the inspection found out about your school. It is a satisfactory school. These are some of the best things about it.

- Reception children have lots of fun and enjoy learning while they play in the Early Years Foundation Stage.
- All adults take good care of you and you told us that you feel safe and that adults are always there to listen and help you if a problem arises in school.
- You have a good knowledge of how to lead a healthy life.
- You make satisfactory progress and reach average standards in English and mathematics by the time you leave Year 6.
- Your behaviour is good and your attendance rates are average.
- The school provides some exciting things for you to do and learn, such as cookery or cheer leading.

To make the school even better, I have asked teachers to:

- check that each one of you is given work in lessons which will enable you to achieve as well as you can and to see that you make enough progress in each class
- make sure that they all consistently plan tasks in English and mathematics lessons which match your needs and extend your learning
- give senior leaders and governors time to attend courses which will help them to make sure that you are achieving as well as you should
- provide more opportunities for you to meet with pupils from different religious, ethnic and cultural backgrounds in the wider world.

I hope you will play your part by continuing to work hard and do your best to help Green Haworth become an even better school.

Yours sincerely,

Mrs Clare Henderson

Lead inspector

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