

Green Haworth Church of England Primary School

School House Lane, Green Haworth, Accrington, Lancashire BB5 3SQ

Inspection dates

28 February–1 March 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher is an effective leader. His drive and determination to improve the school are fully shared by staff and governors. Their hard work and commitment support their ambition that all pupils should excel.
- Governors have the pupils' needs at the heart of all they do. Governors are well informed and provide effective challenge to leaders, holding them fully to account for their actions.
- Staff are committed to bringing about further improvements and morale is high. There is a strong sense of teamwork across the school.
- Teaching, learning and assessment are effective. Teachers are skilled, passionate and know their pupils. There are times when teaching does not challenge more-able groups of pupils.
- Teaching assistants are highly skilled and work very well with class teachers to plan activities which meet the needs of pupils precisely.
- Children have a good start to their education in the early years and make good progress. This is because the early years leader ensures that the provision is strong.
- Pupils currently in the school are making good progress because of actions taken by leaders. Strategies to improve phonics are beginning to impact on pupil outcomes but are not fully embedded.
- Pupils' spiritual, moral, social and cultural development is strong. The curriculum is varied and offers pupils many exciting opportunities to learn. However, there is a lack of consistency in the approach to coverage in some subject areas.
- The pupil premium is used effectively. The personal and academic needs of disadvantaged pupils are met well due to the carefully tailored support provided.
- Pupils' behaviour and personal development and welfare are outstanding. The school is a welcoming and harmonious place where pupils work hard and strive to do their best.
- Parents are complimentary about how well the school provides for the learning needs of their children.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment by ensuring that:
 - teaching fully challenges the most able pupils to learn so that they achieve the highest possible outcomes, particularly in writing
 - most-able pupils take more responsibility for their own learning to enable them to work at a faster pace
 - progress in phonics increases, by continuing to embed the strategies that have been introduced.
- Continue to improve the quality of leadership and management by:
 - further strengthening and evaluating the impact of actions to improve pupils' learning in phonics
 - developing a more cohesive and well-structured curriculum by ensuring that progression is clearly evident in all year groups and all national curriculum objectives are covered.

Inspection judgements

Effectiveness of leadership and management

Good

- This is a school that lives and breathes its values, which are to care, share and grow together. Pupils, parents, teachers, senior leaders and governors talk with great enthusiasm about each of these values and they are visible in how the school community works throughout the school day.
- Leaders and governors have maintained a secure focus on improving the school's performance despite significant staffing changes. As a result of the firm management of the headteacher, the quality of teaching has remained good and pupils continue to make good progress across the school.
- Leaders and governors work together to ensure that they have a clear understanding of their school and the main issues that they need to address to continue to improve the school further.
- Leaders have clear aspirations for the school and these are shared by a supportive staff team. Staff morale is high and teachers feel nurtured and well supported by the headteacher. This creates a friendly and highly caring ethos across the school.
- The vast majority of parents are supportive of the school. They feel that their children are happy and are making good progress. They speak highly of the 'enthusiastic' and 'committed' staff team. Parents shared how the school has a strong nurturing ethos that helps new pupils settle quickly and with a real sense of belonging. One parent praised the efforts of the staff, describing how the school has high standards not just in learning but in the care for all pupils.
- There are effective systems in place to evaluate the quality of teaching through both performance management and the range of evaluation approaches that the school has taken on board. The progress of pupils is checked by the headteacher and other leaders in school through regular meetings, and these are followed up by teachers working together to target interventions to support learning further. This process is less evident in the checking of pupils' progress in phonics and, as a result, leaders do not have a clear picture of how their actions are improving outcomes for pupils.
- The additional funding for pupils who have special educational needs and/or disabilities is used to its full effect and is a strength of the school. Strategic leadership of special educational needs is firmly embedded and utilises a range of advice and support. This ensures that individual needs are met. The knowledgeable leader of special educational needs can talk in great depth about pupils identified as having additional needs and ensures that the views of pupils and parents contribute to reviews of how pupils are doing.
- The pupil premium funding is used very effectively. Disadvantaged pupils make good progress due to the sharp focus by leaders on pupils' needs. The money has been used to provide targeted support to overcome barriers to learning and to ensure that disadvantaged pupils have the same chances as everyone else.
- Leaders ensure that pupils access a broad curriculum across the school that helps them to acquire skills and knowledge in a range of aspects. Subjects are taught mainly

through topics. Science and music are taught discretely. There were some inconsistencies in the coverage of subjects and, as a result, some pupils have not covered some aspects of the national curriculum, particularly science, and do not have a deep enough understanding of these curriculum areas.

- Pupils' learning is enriched by numerous trips, visitors to the school, after-school clubs and special events. British values are embedded across the school. Pupils talked at length about how they strongly believe in mutual respect and how this supports their behaviour and attitudes towards each other and how this is modelled strongly by their relationships with the staff team.
- There is a wide range of before- and after-school clubs that broaden pupils' learning opportunities. Effective use of the physical education and sports premium (additional government funding) gives pupils the chance to undertake a variety of different sports. Pupils talked about their experiences of zumba, hockey and mini golf.
- The local authority has confidence in the leadership of the headteacher and of the capacity for further improvement.

Governance of the school

- Governors are passionate about the school and ensure that they intrinsically place the needs of the pupils in all that they do. Governors have an accurate knowledge of where the school's strengths and weaknesses lie. This is because the information that is given to them by senior leaders is honest and presented in a detailed but straightforward way. They have undertaken additional training to develop their roles further and have plans to undertake further training on the school's new assessment system.
- Governors have a good understanding of the key strengths within the governing body and, consequently, use these to effectively support and challenge the work of the headteacher.
- Governors know about the quality of teaching and they ensure that the school's performance management policy is applied. They ensure that teachers are held to account for the pupils in their care.
- Governors have a clear understanding of their roles and responsibilities in relation to overall safeguarding. They undertake checks on key documents within the school and ensure that policies and procedures are up to date.

Safeguarding

- The arrangements for safeguarding are effective.
- Policies and procedures for safeguarding are kept up to date with the latest government guidelines.
- Leaders work well with a variety of outside agencies to ensure that pupils are safe and secure, particularly those that are from vulnerable groups.
- Suitable checks are made on staff when they are recruited to the school.

- Training for staff on child protection related issues is strong. All are aware of how to be watchful for the signs and symptoms of when pupils may be at risk and what to do should they have any concerns. However, leaders' records of actions regarding concerns are not routinely dated.

Quality of teaching, learning and assessment

Good

- Teaching and learning are good across the school.
- Teachers and well-trained teaching assistants work as a strong team. Teachers have good subject knowledge and high expectations of all pupils. As a result, pupils are focused on their learning, listen carefully and follow instructions. Observations of teaching and learning and scrutiny of pupils' workbooks showed that children do make good progress over time.
- Teachers know their pupils' learning needs well. Where teaching is the strongest, teachers use their good subject knowledge to question pupils skilfully to check their understanding. Careful explanations clarify misconceptions and move learning forward. For example, in a mathematics lesson, the teacher questioned and probed pupils' understanding of perimeter and helped them accurately use their skills, ensuring that learning was well developed.
- Teaching assistants are highly skilled and work well with the class teachers to ensure that groups of learners are appropriately supported. They lead small groups, being careful not to over-support pupils so that they remain independent in their work. Such effective practice contributes strongly to the progress that pupils make.
- The additional support given to pupils who have special educational needs and/or disabilities enables these pupils to make good progress. For example, teaching assistants were used skilfully to work with specific pupils, enabling them to join in fully with lessons.
- In mathematics, teachers have high expectations of what pupils can achieve. Skills are developed well through frequent opportunities to revisit previous learning. Teachers' focus on developing pupils' abilities to reason and deepening their learning in mathematics is proving successful. In one lesson observed, pupils were confidently explaining the methods that they were using to work out calculations to solve problems by making jottings to help them recall, explain and calculate correctly.
- English lessons develop pupils' writing skills effectively throughout the school. Pupils' writing shows that they can use their skills well. Spelling, grammar and punctuation skills are taught effectively and pupils apply these skills well when they write in English and other subjects. In some year groups, pupils have few opportunities to write at length and this sometimes restricts the progress that pupils, including the most able, can make in writing.
- Pupils enjoy reading. They read regularly at home and with staff in school. Reading for enjoyment is well promoted throughout the school and older pupils show good skills and understanding in interpreting texts. Phonics is a key area for development in the school this year. Where teaching is stronger in this area, teachers use their subject knowledge effectively to ensure that pupils progress securely and systematically.

However, not all staff teaching phonics have the same level of subject knowledge and this can slow progress for some pupils. Leaders are aware of this and have actions planned to improve this. However, they have yet to fully impact on pupils' early reading development.

- Teachers set appropriate tasks for children to complete. However, at times, most-able pupils can be overly supported in their learning and therefore these pupils are not fully challenged and not given enough opportunities to become independent learners. For example, most-able pupils often complete work that is too easy for them before moving on to more challenging extension tasks.
- The quality of teaching in subjects other than English and mathematics is effective. Well-chosen topic themes engage pupils in learning. However, pupils' opportunities to consolidate and deepen their knowledge and understanding in some curriculum subjects, particularly science, are limited in some year groups and therefore pupils' progress in these areas is not as strong.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- This aspect is clearly underpinned through the school's motto: 'Through God's love, we care, share and grow together.'
- Pupils attend school regularly and are very clear about the importance of their education. Attitudes to learning are excellent. Pupils are keen to learn and show great levels of concentration.
- Pupils are extremely well supported as a result of the individual care and attention that they receive. Pupils place great trust in their teachers to help them if they are worried or having difficulties. They say that there is always someone to go to and 'teachers are there to talk to'. Consequently, any concerns about individual pupils' safety and well-being are quickly identified and follow-up responses are swift.
- The parent support worker plays a significant role in supporting more vulnerable children and families within the school. There is determined focus to support every aspect of children's emotional well-being and this demonstrates the school's dedication and proactive approach to understanding the needs of pupils and keeping them safe.
- Pupils show high levels of care and respect for one another and for adults. Pupils willingly help adults, open doors and move aside to let people pass. They respond very quickly to instructions from staff and they are polite and well mannered.
- Pupils feel very safe and cared for and are unanimous in their views that they enjoy school. They can recall lessons where they have learned about various aspects of keeping safe, including when using the internet. They are aware of the different types of bullying, including cyber bullying and prejudiced-based bullying. Pupils say that incidents of bullying almost never happen, but if issues do arise, they trust the staff to sort them out quickly.

- The curriculum promotes spiritual, moral, social and cultural education extremely well. As a result of the ethos, the school's shared values and the curriculum, pupils' understanding of different cultures or faiths beyond their immediate experience is very well developed.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils went out of their way to make the inspector welcome at their school. They confidently approached the inspector and were keen to talk about aspects of school life.
- Relationships are excellent, at all times, both between pupils and between pupils and staff. Around the school and at play and lunchtimes, pupils' conduct is exemplary.
- In lessons, pupils work hard and behave very well. Pupils are highly appreciative of the interesting lessons that their teachers plan for them. They spoke fondly of their love for art, science and a range of learning opportunities. The atmosphere in lessons is calm and productive. This is because they are genuinely interested in learning. Teachers and the support staff have extremely high expectations of pupils, as do pupils of themselves.
- Overall attendance is in line with national averages and improving. Levels of persistent absence are due to specific individual circumstances. The school has in place robust strategies for tracking attendance and this is supported further by the parent support worker, who takes swift action to support pupils if their attendance dips. Consequently, rapid improvement is seen.

Outcomes for pupils

Good

- There were a number of factors which added to the complexity of this inspection. A significant number of pupils enter the school partway through the year and into different year groups. Furthermore, this is a smaller than average sized primary school, which makes comparisons with national averages less reliable. Consequently, the inspector took greater account of the school's own information on pupils' outcomes than published data.
- Pupils are making good progress in their reading, writing and mathematics and build well on their previous learning. They are developing secure knowledge, understanding and skills from their different starting points.
- Leaders carefully keep track of pupils' progress across the school. The large number of pupils that arrive and leave the school during an academic year make this a complicated task. However, leaders undertake the tracking with rigour and know pupils well, ensuring that pupils reach their expected goals.
- During their time at key stage 1, current pupils are making good progress in all year groups and across different subjects from their starting points. Pupils' attainment is at least in line with that expected for their age and a good proportion are doing better

than this in reading and mathematics by the end of the key stage. The results of the phonics screening check in 2016 show that the number of pupils meeting the expected standard dipped. The school has identified additional interventions to ensure that the vast majority of pupils will catch up. However, as these interventions are still in their early stages, their impact on pupil outcomes is still unclear.

- Pupils continue to make good progress and achieve well as they move through key stage 2. At key stage 2 in 2016, results show that the numbers of pupils achieving the expected standard in writing were above the national figures. Pupils did not achieve as well in reading and mathematics. However, pupils did make good progress in these subjects from their starting points.
- The school's own information and work in pupils' books show that current pupils are making good progress.
- The school tracks closely the progress of those who have special educational needs and/or disabilities. As a result of timely interventions and close working relationships with outside agencies, this group of pupils makes appropriate progress and achieves well.
- Pupil premium money is deployed effectively. Effective teaching and well-focused support enable most disadvantaged pupils to make good progress in reading, writing and mathematics. For example, emotional and social support given to a child has boosted their confidence and enabled them to make two terms' progress in their writing in just one term.
- Too few of the most-able pupils, including the most-able disadvantaged, reached a depth of learning in 2016, particularly in reading, writing and maths. The school's assessment information shows that outcomes for the small number of most-able pupils and most-able disadvantaged pupils are strengthening. However, in writing, they are not always given sufficiently regular opportunities to apply their learning independently and work at greater depth.

Early years provision

Good

- Leadership of the early years is good. The early years leader is highly skilled and knowledgeable in her role. She has an accurate overview of the strengths and weaknesses of her children and targets their learning effectively to enable them to make good progress.
- Children in the early years are making a good start at the school. Children enter the Reception class with standards below those typical for their age. Children make good progress and achieve well in relation to their starting points. Interventions are targeted carefully and, as a result, children make good progress in their fine motor skills and speaking and listening.
- Disadvantaged pupils' needs are identified quickly and funding has been specifically targeted to support their needs. As a result, disadvantaged pupils make good progress in their early school life. For example, in 2016, all disadvantaged pupils achieved the early learning goals in reading, writing and mathematics.

- Children are polite and confident, eager to talk to adults and each other. They work and play happily together and help each other with their learning. Children take turns and listen carefully to the adults and each other. They demonstrate good levels of curiosity and readily choose from the range of activities on offer that interest them.
- The early years curriculum captures the children's developing needs and interests well. There is a wide variety of stimulating activities for children to take part in. Consequently, the children eagerly engage with their learning. The inspector saw how the children excitedly observed new chicks being born, ensuring that everything was ready to care for the new arrivals.
- The school is effective in supporting children who have emotional, social or behavioural issues. The school works closely with outside agencies to ensure that these needs are met.
- Behaviour is good and children share and take turns as they play. For example, children in all continuous provision areas collaboratively played together, listening attentively and enjoying their learning.
- Positive relationships have been established with parents, helping to promote security and consistency in children's lives. Parents contribute to children's assessments and attend early reading and mathematics workshops, which ensures that they take an active part in the children's learning.

School details

Unique reference number	119442
Local authority	Lancashire
Inspection number	10032228

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Mrs J Hurley
Headteacher	Mr Phil Turner
Telephone number	01254 233379
Website	www.greenhaworth.co.uk/
Email address	head@greenhaworth.lancs.sch.uk
Date of previous inspection	9–10 October 2012

Information about this school

- The school does not meet requirements on the publication of information about the pupil premium funding on its website.
- This is a smaller than average sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for free school meals is higher than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is in line with the national average.

- The school manages a breakfast club and an after-school club.
- The school works within a cluster of other local schools to provide training opportunities to staff. The early years leader is a lead teacher for the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

Information about this inspection

- The inspector observed a range of lessons or parts of lessons. Some observations were carried out jointly with the headteacher.
- The inspector examined samples of pupils' work across a range of different subjects, including science and religious education.
- The inspector spoke to a number of pupils and held a meeting with a group of pupils to discuss their views about their learning, behaviour and safety in school.
- Meetings were held with senior leaders, middle leaders, representatives of the governing body and a representative from the local authority.
- The inspector examined a wide range of documentation, including that relating to safeguarding, behaviour and attendance, the school's information on pupils' outcomes and reports on the quality of teaching.
- The inspector spoke to parents at the start of the school day. He also took account of responses to Ofsted's online questionnaire (Parent View).
- The inspector also spoke to teachers and teaching assistants to get their views on the school.

Inspection team

James Blackwell, lead inspector

Ofsted Inspector

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