

Burnley Heasandford Primary School

Inspection report

Unique Reference Number	119261
Local Authority	Lancashire
Inspection number	358525
Inspection dates	6–7 October 2010
Reporting inspector	Sheila O'Keeffe

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	558
Appropriate authority	The governing body
Chair	Mr Iain Longstaff
Headteacher	Mrs Kendra Allen
Date of previous school inspection	11 June 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 26 lessons and saw 25 teachers, held discussions with pupils, parents and carers, staff and members of the governing body. They observed the school's work and looked at documentation including safeguarding, planning, pupils' progress and attainment and evaluations of the school's work made by the School Improvement Partner. The team analysed 89 responses to the parents' and carers' questionnaires and questionnaires completed by pupils in Key Stage 2 and staff questionnaires.

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

- How effectively the school uses tracking and assessment of pupils' performance to identify areas of strength and weaknesses to provide challenge and support for learning.
- The school's procedures for ensuring whether more-able pupils achieve as well as they can, particularly in English.
- What action is being taken to improve attainment in Key Stage 1.
- The quality of the provision in the Early Years Foundation Stage.

Information about the school

This is a much larger than average sized primary school. Two thirds of the pupils are of Asian heritage. One third consists of mainly White British pupils, and a small number of pupils from different European heritages. The number of pupils registered with special educational needs and/or disabilities is lower than the national average, but of these, an above-average proportion has a statement of special educational needs. The number of pupils known to be eligible for free school meals is well above the national average. The number of pupils who speak English as an additional language is well above the national average, many of whom are at an early stage of learning English. The number of pupils joining the school at different times is well above the national average. The school runs a breakfast club. The school is in receipt of a number of awards, which includes Healthy Schools status.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils are extremely well cared for and every effort is made to support and guide them. The highly effective leadership and management of the headteacher and leadership team ensure that pupils make good progress and leave Year 6 with broadly average attainment. Pupils with special educational needs and/or disabilities are well provided for and make good progress. Pupils are given outstanding opportunities to develop their spiritual, moral, social and cultural awareness. Extremely successful partnerships contribute greatly to pupils' enjoyment, achievement and well-being. A very large majority of parents and carers support the work of the school.

Pupils achieve well because they have positive attitudes to learning, are taught effectively and are sensitively cared for and supported. Their attainment and progress are strongest in mathematics. Although there are indications of improvement, pupils' attainment and progress are not as strong in English. The more able pupils do not have sufficient opportunities to work independently of the teacher during lessons in order to accelerate their learning. A good start to children acquiring basic skills is made in the Early Years Foundation Stage. Although the leadership team places great emphasis on the development of language skills, there is recognition that the planning for opportunities to support and promote basic skills, including speech and language skills, requires adjustment and refinement in order to improve below-average attainment in Key Stage 1.

Pupils behave well, develop good relationships and feel safe in school. They show kindness and consideration towards each other. Their contribution to the school and local community is outstanding. They enjoy visiting other schools in the community. Pupils enjoy the experiences the good, creative curriculum provides them. They particularly enjoy their topic work.

Leaders and managers including the governing body, have ensured that the positive aspects of the school's work have been sustained since the last inspection and that good improvements have been made in raising attainment in mathematics, giving pupils more opportunities to be involved in planning their own work through the creative curriculum and in developing a better understanding of their targets and how to improve their work. Self-evaluation is largely accurate, which enables leaders to plan effectively for improvement. Positive outcomes for pupils, good provision and the effective use of resources, are all evidence that the school provides good value for money and good capacity to improve.

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What does the school need to do to improve further?

- Raise attainment for the more-able pupils in Key Stage 2 in English by ensuring there are increased opportunities for pupils to engage in more challenging tasks, independently of the teacher.
- Raise attainment in Key stage 1 by:
 - refining interventions to develop pupils' speech and language skills
 - reviewing the planning and organisation to promote more rapid improvement of basic skills.

Outcomes for individuals and groups of pupils

2

Pupils enjoy all aspects of school life and their achievement is good. In lessons they are attentive, eager to learn and keen to contribute. They support each others' learning well, respectfully listening to each others' views and answers. They work well together and individually, for example when they are solving problems and practising written calculations in a mathematics lesson. Children enter Reception with well-below expected levels of skills and many of them speak English as an additional language. They make good progress and leave at the end of Year 6 with broadly average attainment in English, mathematics and science. Pupils who join the school at different times throughout the key stages also make good progress relative to their starting points. Attainment and progress for the more able pupils in English, is slower, because they have too few opportunities for independent work during lessons. Pupils are familiar with their targets and know how to improve their work. Pupils with special educational needs and/or disabilities and those whose circumstances make learning particularly difficult, are identified and their needs are well met. They are well supported in lessons and in nurture classes by well-trained, dedicated classroom assistants and teachers. As a result, these pupils thrive and make good progress.

Pupils' behaviour, both in and out of the classroom, is good. They are polite, confident and have good relationships with staff and each other. They have good awareness and understanding of healthy lifestyles. Pupils make an excellent contribution to the school and wider community, as demonstrated by a Year 4 class, who delivered an interesting assembly they had prepared, which all the Key Stage 2 pupils thoroughly enjoyed. They regularly meet with pupils from different schools to work together. Attendance is broadly average and pupils are developing satisfactory, basic academic skills to support them in their next stage of education. The responses pupils made to the inspection questionnaire and in discussions were clear that they all felt safe and very well looked after. Pupils have a deep sense of spirituality, are morally mature, have excellent social skills and a very well-developed awareness and understanding of other cultures. This gives them a very good sense of well-being and self-esteem.

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

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching is predominantly good. Some outstanding and satisfactory teaching was also observed. Lessons are characterised by a very supportive atmosphere, in which relationships are strong, enabling pupils to work well in groups and individually. Although teachers generally plan well using assessment information to match work to pupils' abilities, their planning does not provide more-able pupils with enough opportunities to work independently and so quicken their progress, especially in English. Marking is generally good with encouraging comments and clear suggestions of how pupils can improve their work. Teachers use their good subject knowledge effectively to make new learning clear and to explain concepts in different ways to help those pupils who may have some difficulty grasping things quickly.

The curriculum matches pupils' needs well in Key Stage 2. In Key Stage 1, the balance of activities in the planning does not always provide sufficient opportunities to develop basic skills. The appropriate focus, from an early age and throughout Key Stage 2 in promoting pupils' language and communication skills, enables pupils to achieve and enjoy their creative topics. Encouragement is given to personalised learning through the 'Learning Journals' that pupils complete as part of their homework. Information and communication skills are taught effectively and pupils apply them well in supporting a wide range of learning. Pupils who need extra help with their work, or to cope emotionally with life, have a well-balanced curriculum that meets their individual needs well. The wide range of

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stimulating visits out of school and of the visitors who come into school add considerable value to pupils' learning and personal development. Good provision in the arts and sport promote pupils' creativity and physical development well. The impressive selection of out-of-class activities offered to pupils encourages a high take-up and provides pupils with opportunities to develop interests, confidence and self-esteem.

Pupils are superbly looked after and cared for ensuring that all pupils are safe, secure and happy. Pupils who are more vulnerable are provided for in the best possible way, with special attention paid to their individual needs in order to promote their personal and/or emotional well-being. The school's highly effective partnerships with external support agencies contribute significantly to pupils' well-being. The school has implemented effective strategies to improve attendance and punctuality and to manage any poor behaviour. There are good arrangements for welcoming and settling pupils into school, particularly those pupils who arrive at different points throughout the year.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The very experienced headteacher has provided the school with inspirational and highly effective leadership over a number of years. She and her very able leadership team have been particularly determined to ensure that staff provide all pupils, but particularly those who face considerable barriers to learning, with good personal skills and language development to be ready to learn, make good progress and improve attainment. Leaders and managers consistently encourage staff to have high aspirations. This focus reflects the school's good record in tackling discrimination and its promotion of equality of opportunity for all and its determination for every child to succeed, although the more able pupils require a different approach. Rigorous checks of pupils' performance and the very effective monitoring of the quality of teaching and learning, together with focused improvement plans, ensure challenging targets for both pupils and staff, which in the main, are met.

The governing body provides adequate support and challenge of the school's work and performance. It ensures good safeguarding procedures are in place. The school engages well with parent and carers to ensure good outcomes for pupils. Promotion of community cohesion is good because the school is a strong community where everyone supports each other. Pupils' appreciation of different cultures is promoted well in school and through strong links with other schools in the area. Global understanding and awareness are promoted well and are developing. Positive outcomes for pupils, good provision and the effective use of resources are all evidence that the school provides good value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Effective leadership, management and provision lead to good outcomes for children. Overall, children enter Reception with well below expected skills. They are particularly weak in their ability to communicate and in their personal, social and emotional development. For many children English is an additional language. In these and other areas of learning they make good progress, although the rate of progress for some children who speak English as an additional language is slower because they are developing their ability to speak English. Children enjoy learning as a result of the well-planned range of activities across different areas of learning and well-directed support. They show consideration towards each other and are learning to share, take turns and use equipment and resources responsibly. For example, when wearing their safety helmets and riding their tricycles carefully and with great enjoyment around the track. They develop good hygiene habits as they wash their hands and enjoy their choice of healthy snacks. Adults support children's learning well, both indoors and outside. Children's development is observed and recorded well to support their next steps in their learning.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The views of parents and carers who responded to the questionnaires were predominantly positive. Inspectors found that a very large majority of parents and carers feel that, for example, teaching is good; that their children were well prepared for the future; that their children are kept safe and they are enabled to support their children's learning; behaviour is good and the children learn about healthy lifestyles; the school is well led and managed. A very small number were concerned that behaviour is not dealt with effectively or that children do not make enough progress. Inspectors looked into any concerns and found evidence that leaders and managers consistently follow up parents' and carers' concerns and these are well managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burnley Heasandford 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 558 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	48	40	45	4	4	0	0
The school keeps my child safe	41	46	42	47	2	2	0	0
My school informs me about my child's progress	35	39	40	45	5	6	2	2
My child is making enough progress at this school	31	35	42	47	7	8	2	2
The teaching is good at this school	38	43	41	46	2	2	2	2
The school helps me to support my child's learning	27	30	48	54	5	6	0	0
The school helps my child to have a healthy lifestyle	31	35	43	48	5	6	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)	39	44	39	44	5	6	1	1
The school meets my child's particular needs	31	35	42	47	5	6	1	1
The school deals effectively with unacceptable behaviour	34	38	42	47	6	7	0	0
The school takes account of my suggestions and concerns	29	33	40	45	6	7	2	2
The school is led and managed effectively	35	39	41	46	5	6	1	1
Overall, I am happy with my child's experience at this school	42	47	34	38	3	3	2	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



10 October 2010

Dear Pupils

Inspection of Burnley Heasandford Primary School, Burnley, BB10 3DA

On behalf of the inspection team and myself, I would like to thank you for the polite and friendly welcome you gave to us when we inspected your school recently. The questionnaires you filled in tell us that you agree with us that your school is good. It takes superb care of you and has excellent partnerships with people outside school that help you to be extremely friendly and thoughtful young people. You help and support each other, understand that everyone is different, especially pupils who need extra help with their learning or behaviour. You make good progress to attain average standards by the time you leave school. Those of you who need special support also make good progress.

Part of my job is to point out things that the school should do to make it even better.

- Your headteacher and governors have agreed that those of you who find work a little easier than others will have more opportunities to sometimes work independently in lessons to improve your attainment, especially in English.
- In Years 1 and 2, they will plan and organise in different ways to help you with your reading, writing and mathematics, including your speech and language skills.

You can all help by trying your best in all your subjects, especially English.

Thank you again for your help with this inspection.

Yours sincerely

Sheila O'Keeffe

Lead inspector

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