

# Burnley Heasandford Primary School

Williams Road, Burnley, Lancashire, BB10 3DA

**Inspection dates** 1–2 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' attainment at the end of Key Stage 1 has improved year-on-year and is now close to average. Attainment at Key Stage 2 is improving and pupils are on-track to achieve average standards by the end of the year.
- All pupils, including disabled pupils, those with special educational needs, those entitled to additional support and Pakistani and Bangladeshi pupils make at least good progress in reading, writing and mathematics.
- The teaching of phonics (the link between letters and the sounds they make) is good and has improved significantly.
- Pupils benefit from exceptionally good care, guidance and support. They acquire skills in English quickly and rapidly develop their confidence and speaking skills.
- Teaching has improved since the previous inspection. Teachers make learning interesting and provide opportunities for pupils to participate in school visits.
- The school has strong community links and a very effective team of mentors and staff who regularly liaise with families. Together they have improved attendance and helped parents to be more involved in learning activities.
- Pupils' behaviour is good. They enjoy coming to school and say that they always feel safe and value their friends.
- The headteacher ensures that the quality of teaching and pupils' attainment are continually improving and is fully supported by other senior leaders, governors and staff.

### It is not yet an outstanding school because

- Not all learning ensures that all pupils get on with their work well and challenges them to the very best of their ability.
- Pupils do not always have access to texts and writing from a wide range of authors with different writing styles.
- Pupils do not always know how to improve their learning. Teachers do not always check closely enough to see if advice given on comments in their marking has been acted upon.

## Information about this inspection

- Inspectors observed 25 lessons, including parts of lessons, as well as the teaching of small groups of pupils and sessions aimed at helping pupils to learn to read using phonics.
- Inspectors listened to pupils read from Years 2, 3, 5, and 6, and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons.
- Inspectors considered 35 responses to the online questionnaire Parent View, as well as the school's own information on parents' views. Informal discussions took place with 18 parents at the start of the school day. A letter and telephone conversations with parents were taken into account as was a meeting with two grandparents. Inspectors also took account of 42 questionnaires completed by members of staff.
- A meeting took place with a representative from the local authority's school improvement service.
- A meeting was held with three governors, including the Chair of the Governing Body.
- Various school documents were examined. These included: external evaluations of the school's work, records of the school's checks on the quality of teaching, the school's review of its own performance, reports to the governing body, data on pupils' progress, records of pupils' attendance, behaviour records and safeguarding documentation.

## Inspection team

Lenford White, Lead inspector

Additional Inspector

Patricia Cope

Additional Inspector

Sheryl Farnworth

Additional Inspector

## Full report

### Information about this school

- This is an exceptionally large primary school which is much larger than the average-sized school.
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school receives additional funding through the pupil premium for a much higher-than-average proportion of its pupils. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- The vast majority of pupils are from minority ethnic groups and up to three quarters speak English as an additional language.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection a number of new staff have been appointed, including two assistant headteachers who have joined the school's senior leadership team. Several teachers have changed year-groups as part of the school's reorganisation. Various refurbishments have taken place and are ongoing. A number of parents have joined the governing body recently.
- The school runs a breakfast club and offers a wide range of clubs during lunch times and after school.

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

- Improve the quality of teaching so that more is good or better by:
  - ensuring that learning enables all pupils to get on with their work well and challenges them to the very best of their ability, especially the most able
  - ensuring that pupils are informed how to improve their learning, and that when marking pupils' work that teachers always check to see that pupils have acted on advice given and improved their work as a result.
- Raise levels of attainment across the school, especially in writing by:
  - ensuring that all pupils have access to texts from a broad range of authors with different styles of writing.

## Inspection judgements

### The achievement of pupils is good

- Although standards attained by pupils in reading, writing and mathematics in 2013 were below average at the end of Key Stage 1, they have been improving year-on-year and pupils have made good progress from especially low starting points. Pupils continue to make good progress in 2014 and their attainment is on track to be at least average by the end of the school year.
- Pupils' attainment at the end of Key Stage 2 in 2012 was closer to average than it had been for a number of years. However, in 2013 it was not as good. As a result, the school took decisive action to ensure that this year pupils are making even better progress than previously. Their overall attainment is on-track to once again reach average standards by the end of the year.
- Many children enter Reception having had little or no Nursery experience and with skills which are much lower than those expected for their age. Very few speak English as their first language and many Pakistani and Bangladeshi children, for example, are still in the process of acquiring English. Skilled teachers and experienced multilingual teaching assistants ensure that learning activities stimulate and engage children. Their focus on developing language and speaking skills ensures that they make good progress. An increasing number enter Year 1 having attained the skills and abilities expected for their age.
- Teachers and teaching assistants are very experienced in working with pupils from minority ethnic groups and in ensuring that they achieve well. In 2013 many Pakistani and Bangladeshi pupils, for example, made outstanding progress in reading, writing and mathematics. Current data shows that this trend will continue in 2014 and that the attainment of pupils from these groups will be at least average.
- In 2013 the attainment of Year 6 pupils entitled to free school meals and support through the pupil premium funding was about one year behind their class-mates. However, effective support for example, through small-group work and one-to-one teaching, has helped to ensure that eligible pupils continue to make good progress. Eligible pupils in Year 6 are now less than one term behind their classmates in reading, writing and mathematics.
- The achievement of disabled pupils and those with special educational needs has improved this year. Many in this group of pupils start school with exceptionally poor skills but good support and partnerships with specialist services are helping them to make good progress.
- Equality of opportunity is of the utmost importance to the school. Work undertaken to ensure that boys learn well through, for example, 'having a say' about what they would like to learn, has significantly reduced the gap between them and girls.
- More challenging tasks are being provided for the most able pupils. As a result, more of them are on-track to reach higher levels in all subjects by the end of the academic year.
- Phonics teaching has improved significantly over the last two years. Pupils who read for inspectors used their phonic skills well to sound out and read unfamiliar words. Although current Year 6 pupils are on track to make outstanding progress in reading, their knowledge of different authors and writing styles is limited.
- Pupils make good progress in developing their writing skills. However it remains a priority for the school because in most year groups their attainment in this area is not as strong as in reading or mathematics. Topics which include visits or visitors help to 'fire' pupils' imagination and improve the quality of their written work.
- Progress in mathematics is strong across most year groups. Pupils enjoy this subject because their teachers help them to apply it to their everyday experiences and they are excited about the challenges that it offers. Year 2 and 6 pupils are on track to attain at least average standards in this subject by the end of the year.

**The quality of teaching is good**

- The quality of teaching has improved since the last inspection and is helping to raise standards. Teachers and teaching assistants are highly skilled and work exceptionally well with parents and various specialists to ensure that pupils overcome any barriers to their learning.
- The teaching of mathematics is good. Teachers use their good subject knowledge and questioning skills to ensure pupils think through their answers, for example, before sharing them in class, and insist that they always show their calculation methods in their books.
- Pupils are provided with good opportunities to develop problem-solving skills across subjects. For example, in a Year 5 class groups of pupils were creating time-tables and organising a series of television programmes. They used their mathematical skills well to make sure their timings were correct, and their literacy skills effectively to explain the ordering of their programmes.
- The majority of teaching ensures that activities stretch pupils to achieve to the best of their ability. However, occasionally activities do not challenge pupils enough and work could be harder, especially for the most able.
- The teaching of English is good. Pupils are encouraged, for example, to work together, share ideas and be creative in their writing and use of vocabulary.
- Teaching involves effective questioning. For example, in Reception the school garden were used well to explore signs of spring, and children were skilfully asked to find out how well they could name the things that they saw. Most were able to say 'flower' and with support were delighted to be able to say 'daffodil' and name objects including chicks, eggs and lambs.
- Pupils' work is marked regularly, often with detailed comments on how they can improve their work. However, not all teachers check to see if pupils have acted on their advice.
- Senior leaders have made improving pupils' confidence in speaking a priority. There were many examples where pupils came to the front of the class to share their ideas. Pupils' confidence is further developed, for example, through role play and in answering questions having taken on the role of various characters.
- Expectations as to what pupils can achieve are increasingly high. This was shown in a Year 6 class where pupils demonstrated their good knowledge of complex word endings as they played the 'who wants to be a millionaire' word game. They consistently chose the correct spellings from four options for each amount of money and won £32,000.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. They enjoy coming to school to learn and to be with their friends. This is seen in their above average attendance. Older pupils say that their school is a 'peoples' school. One pupil commented 'we have lovely teachers and we are all one big happy family'. Year 6 pupils are especially proud of the responsibilities they take on as school 'Buddies'.
- Pupils' behaviour in class and around the school is good. They are courteous towards visitors and like to take on board new challenges, for example, when Key Stage 2 pupils tried out a complex dance routine. They executed the piece with great skill and behaved impeccably throughout their performance.
- Pupils say that behaviour is good most of the time. The vast majority of parents are also of this view. All staff who completed the inspection questionnaire judge that behaviour is good. The school's own records of behaviour indicate that very few pupils break the school's rules and that there have been no exclusions for the last 10 years.
- The school works well with a number of services, including the local authority units, to help to support a very small minority of pupils who find managing their behaviour difficult.
- Pupils say that any concerns they have are always taken seriously. They know that they can talk to any member of staff, including the school mentors, or channel any negative energy, worries or frustrations through the Greenhouse (the school's nurture room) or the 'chill-out' room.
- Pupils have a good understanding of prejudice-based bullying and say that any form of discrimination is very rare. Pupils work and play together harmoniously and there is no animosity

or disquiet between any groups of pupils.

- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe while using the internet. They know, for example, that cyber-bullying can take the form of 'name calling on-line'. Older pupils advise younger pupils on how to stay safe while using the internet and not to go on social networking sites that are 'not meant for you' or onto unknown websites. Pupils learn about various risks and dangers and know about alcohol and drug abuse.
- Through assemblies older pupils have learned how to help people, for example, if they collapse. They say that visitors from the police and fire service have taught them that they should never make hoax calls and always avoid dangers associated with, for example, fireworks

## **The leadership and management are good**

- The school is very well led and managed by a headteacher who aims to ensure that no pupil is disadvantaged in any way at school because of their circumstances. The school is known for its effective work in raising levels of attainment for its minority ethnic group pupils, the innovative ways in which it works with families and for its success in gaining support from the community.
- Together with an effective senior leadership team and highly skilled and supportive staff and governors the headteacher has improved the quality of teaching, and raised standards for all pupils since the last inspection.
- Middle managers work well together and are very clear about their responsibilities and use planning time well to focus on specific areas of development, for example, with a recent focus on supporting teachers in developing pupils speaking skills. Currently their priority is on ensuring that pupils develop their writing skills across subjects and in different styles.
- The new sport funding is well spent, for example, to provide specialist coaching opportunities for teachers in dance and gymnastics, and to pay for transport, pool hire and swimming lessons for those pupils unable to swim in Year 6.
- Pupils' spiritual, moral, social and cultural development is exceptionally strong. The school regularly celebrates the heritage of all of its pupils and ensures that the Islamic faith of the majority of its pupils is an integral part of its religious education work alongside Christianity and other major world faiths. Pupils' experiences are broadened through visits, for example, to museums. The school works closely with families to ensure that as many pupils as possible take advantage of residential opportunities, visits to theatres and to ballet performances.
- The school provides a curriculum which pupils find exciting. They enjoy music and singing, engaging in scientific experiments and learning about life in Victorian England. Reading and mathematics are promoted well across subjects.
- The school offers a wide-range of clubs at lunchtime and after school. Activities include instrumental tuition, sports activities including football, netball, cricket and gymnastics, sewing classes, reading clubs, computer clubs and mathematical games clubs.
- The school has a very good relationship with the local authority. Recently its School Improvement Partner has led on training to support potential middle managers in becoming more effective and has supported the school in a full review of teaching and learning.
- Safeguarding procedures are followed closely and meet requirements.
- **The governance of the school:**
  - Governors know the school's strengths and are fully aware of what it needs to do to continually improve. They know that well-targeted spending and support has raised levels of attainment for pupils entitled to the pupil premium and that the school's actions to narrow the gap between the performance of boys and girls have been successful. Governors' recent training on data has helped to ensure that they have a good understanding of how well the school is performing in relation to other schools. Governors know that the quality of teaching is good because they spend time in classrooms, attend departmental reviews, talk to members of the school council and observe the teaching of phonics. They only authorise promotions or pay increases if they are sure that teachers have met their targets.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119261
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	440837

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.

<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 of pupils on the school roll</b>	600
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Iain Longstaff
<b>Headteacher</b>	Kendra Allen
<b>Date of previous school inspection</b>	6 October 2010
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