

# Inspection of a good school: Burnley Ightenhill Primary School

Alder Street, Burnley, Lancashire BB12 6ED

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Inspection dates: 23 and 24 May 2023

## **Outcome**

Burnley Ightenhill Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils, including children in the early years, feel happy and safe in school. Staff greet pupils warmly, and this helps them to settle quickly and get on sensibly with their work. Parents and carers are overwhelmingly positive about the school and how well staff provide support for them and their children.

Leaders have high expectations for pupils, including those with special educational needs and/or disabilities (SEND). Leaders have designed an aspirational curriculum for pupils. Pupils work hard and they achieve well across subjects.

Leaders expect pupils to conduct themselves admirably. Pupils behave well during lessons and at playtimes. Leaders deal with any incidents of bullying or fallings out quickly and effectively. Pupils are clear that everyone is welcome at their school. They have a well-developed understanding of discrimination, and they are well equipped to challenge any intolerant behaviour.

Pupils enjoy the broad range of activities open to them. These include dance, sewing, mathematics games and construction. They are keen to represent the school in sporting competitions, and they talked enthusiastically about learning to play lacrosse.

Leaders have designed a range of ways for pupils to take on positions of responsibility. These include older pupils leading playtime games and pupils of all ages helping at the community grocery shop.

## **What does the school do well and what does it need to do better?**

Leaders have carefully selected what they want pupils to learn. Leaders have ordered the knowledge that pupils should learn logically. This is so that pupils can build on what they know already from the early years to Year 6. Staff are clear about what they need to teach and when this content should be delivered. They have secure subject knowledge which helps them to choose appropriate learning activities which pupils enjoy. Added to

this, staff are skilled at designing additional activities to help pupils to revisit, recall and secure earlier learning.

Teachers check that pupils have understood and remembered earlier learning. Staff do not move on to new learning until pupils' prior knowledge is secure. When pupils need extra help, staff swiftly provide appropriate support.

Leaders have prioritised the teaching of reading, and staff understand that it is the key to unlocking the curriculum for pupils. Children in the early years learn the sounds that they need in readiness for Year 1. They are surrounded by high-quality texts, eager to vote for which book the teacher will read at the end of the day. Well-trained staff deliver the phonics curriculum effectively. Staff ensure that pupils' reading books are matched closely to the sounds that pupils have learned. Leaders check on pupils' reading knowledge regularly. Leaders make sure that pupils at risk of falling behind receive suitable support from staff. Most pupils are fluent readers by the time they enter key stage 2.

Leaders work closely with outside agencies to support staff to identify the needs of pupils with SEND quickly and accurately. Leaders ensure that teachers understand how to support pupils with SEND to access the same curriculum as their peers. In the main, pupils with SEND progress well through the curriculum.

Pupils behave well, and low-level disruption during lessons is rare. Staff understand the behaviour policy and the systems in place to support pupils to manage their behaviour. For example, staff are highly skilled in the use of leaders' restorative approaches. Pupils move around the building sensibly and calmly. They are polite and respectful to each other and adults.

Leaders have introduced several strategies to support pupils to look after their mental health. Pupils understand and value these opportunities, such as the 'calm corner' and 'ask-it baskets' to address any concerns that they have.

The school's values underpin pupils' learning across the wider curriculum. Pupils understand the importance of learning about fundamental British values and the characteristics that make people different. That said, leaders have not ensured that some pupils have sufficient awareness of other faiths and religions.

Leaders have worked diligently to improve pupils' rates of attendance. The support that leaders have provided to families has yielded some improvements. However, some pupils still do not attend school regularly enough. This sometimes has a negative impact on how well these pupils learn the curriculum.

Governors bring a range of suitable expertise to their role, and they have an accurate understanding of the quality of education for pupils. Leaders have made suitable choices to reduce the workload of staff. Staff appreciate that leaders are supportive of their well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have created an environment where safeguarding is everyone's responsibility. Staff receive regular, appropriate training to ensure that they have up-to-date knowledge about the signs that may indicate that a pupil is at risk of harm.

Leaders liaise well with a broad range of outside agencies. Staff work closely with external partners to ensure that vulnerable pupils receive appropriate support.

Pupils have a clear understanding of how to keep themselves safe online and when they are out and about in the local community.

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

### (Information for the school and appropriate authority)

- Some pupils do not attend school as regularly as they should. This has a negative impact on how well they progress through the curriculum. Leaders should continue to improve pupils' rates of attendance and build on the work they have already undertaken in this area.
- Leaders do not ensure that some pupils have an age-appropriate understanding of different religions. This prevents pupils from having sufficient knowledge about the diversity of modern Britain. Leaders should ensure that pupils develop a secure understanding of different faiths and religions.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2013.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their

inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	119264
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10290049
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	346
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mechelle Lewis
<b>Headteacher</b>	Sean Crosier
<b>Website</b>	<a href="http://www.ightenhill.lancs.sch.uk">www.ightenhill.lancs.sch.uk</a>
<b>Date of previous inspection</b>	21 March 2018, under section 8 of the Education Act 2005

## Information about this school

- Leaders use one registered alternative provision for a very small number of pupils.

## Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in their evaluation of the school.
- During this inspection, the inspector met with the headteacher and a wide range of other staff.
- The inspector met with members of the governing body and a representative of the local authority and held a telephone conversation with the headteacher of the alternative provision.
- The inspector spoke with pupils about their work and their wider school life.
- The inspector scrutinised a range of documentation relating to safeguarding. She examined leaders' approach to safer recruitment. The inspector also spoke to staff about their safeguarding knowledge and checked how well they understood their

safeguarding responsibilities.

- The inspector observed pupils' behaviour during playtimes and while in lessons.
- The inspector spoke with parents to gather views about the school. She considered the views of parents submitted through Ofsted Parent View, including the free-text responses.
- The inspector carried out deep dives into early reading, mathematics and art and design. She spoke with the staff who lead these subjects, visited lessons and spoke with teachers. She also spoke with pupils about their learning and viewed examples of their work. The inspector considered how leaders organise other subjects across the curriculum.
- The inspector observed pupils in key stages 1 and 2 read to a trusted adult.
- The inspector considered responses to Ofsted's online surveys for staff and pupils.

### **Inspection team**

Sarah Barraclough, lead inspector

His Majesty's Inspector

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