

Inspection of Worsthorne Primary School

Brownside Road, Worsthorne, Burnley, Lancashire BB10 3LR

Inspection dates: 13 and 14 June 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils feel safe and enjoy learning at Worsthorne Primary School. They said that they trust staff to listen to them. Pupils told inspectors that if they feel sad, they always have an adult to go to. Many parents and carers said that this is a friendly school that the community is proud of.

Pupils' behaviour is exemplary. They have extremely positive relationships with staff. Leaders ensure that pupils' behaviour supports them to learn well. Pupils listen intently during lessons. They readily live up to leaders' high expectations for their behaviour and achievement. Most pupils, including children in the early years, achieve well.

Leaders ensure that pupils are respectful. Discrimination of any kind is never tolerated. Staff help pupils to restore their friendships when there are occasional instances of falling out. Pupils understand what bullying is. When bullying happens, staff deal with it quickly and effectively.

Pupils with special educational needs and/or disabilities (SEND) appreciate all aspects of school life, including the clubs and visits that they are offered. Pupils spoke about the clubs that they enjoy, such as netball, apparatus, computing and chess. Older pupils relish taking on significant roles of responsibility throughout school life and opportunities to contribute to local community projects.

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

Leaders have designed a broad and ambitious curriculum from the early years to Year 6. The curriculum, and pupils' academic learning, is enhanced through engaging experiences in the local environment. For example, pupils appreciate visits to the Forest Education Area where they climb and make toast by the fire.

The curriculum affords pupils many valuable opportunities to experience people at work. Pupils told inspectors that they enjoy role playing being at work, for example running a folk tale café.

In most subjects, leaders have thought carefully about the knowledge and vocabulary that pupils already know and understand. In these subjects, leaders have a clear idea about the essential knowledge that they want pupils to learn next. Teachers design learning that helps pupils to build on, and deepen, their subject knowledge. Teachers use assessment strategies skilfully to identify any gaps in pupils' knowledge. Trained staff support pupils to remedy these gaps in knowledge quickly. In these subjects, pupils learn well.

In a few subjects, the organisation of knowledge is less clear. Added to this, in these subjects, sometimes teachers do not design suitable learning for pupils. On occasion, this hinders how well pupils develop a rich body of subject knowledge.

Staff deliver the early reading programme consistently well. Leaders assess and remedy any gaps in pupils' phonics knowledge accurately. As a result, adults, including parents, are well equipped to support pupils to practise and apply their phonics knowledge. Pupils quickly become confident and fluent readers.

Leaders have prioritised reading in every aspect of the curriculum. For example, they have designed attractive book areas in every crevasse and corner. Older pupils could speak about their favourite authors and themes from books that they have read. Pupils told inspectors that reading was their favourite part of the day. They particularly enjoy the story time that staff provide.

Leaders ensure that pupils with SEND, and those with barriers to learning, are identified as soon as possible. Leaders have provided teachers with many resources to help them to successfully adapt the delivery of the curriculum, including for pupils with SEND. Pupils with SEND learn well.

Teachers ensure that pupils move around school and between activities smoothly. No learning time is wasted. Leaders have established the whole-school expectation that pupils should be respectful and ready to learn. For example, adults meet and greet pupils at the classroom door and encourage positive behaviour throughout lessons. Leaders have also put many strategies in place which have successfully improved pupils' rates of attendance.

Pupils readily talk about each person being unique. They know that they need to protect one another from harm or prejudice. Pupils spoke about the many opportunities that they have to take on leadership roles. Pupils have a strong voice in school. For example, they meet with leaders to establish how the school can be even better. Ambassador pupils meet with pupils from other schools to debate common problems, such as mental health issues. Pupils are well prepared to be responsible citizens.

Leaders, including governors, work closely together to continually improve the quality of education that pupils receive. Leaders are considerate of staff workload when making decisions about the school. Staff said that leaders are mindful of their work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure a strong culture of safeguarding. Staff are trained well to identify vulnerable pupils quickly. Leaders secure appropriate and timely help for vulnerable pupils and their families when necessary. Staff said that this helps to prevent many safeguarding concerns from escalating.

Members of the skilled pastoral team offer a listening ear to all pupils. When needed, they refer families to specialist support and external agencies.

Staff and governors receive regular and up-to-date safeguarding training. They adapt the curriculum to respond to the local context. For example, in response to local dangers, children in the early years learn about road safety.

Pupils learn how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not design learning that supports pupils to develop a rich body of subject knowledge. This sometimes hinders how well pupils learn in these subjects. Leaders should ensure that teachers are fully equipped to deliver the curriculum well. This is so that pupils can successfully build their knowledge over time.

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

Unique reference number	119181
Local authority	Lancashire
Inspection number	10269058
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair of governing body	James Leaver
Headteacher	Sarah Nicholls
Website	www.worsthorne.lancs.sch.uk
Date of previous inspection	20 February 2018, under section 8 of the Education Act 2005

Information about this school

- A new headteacher has been appointed since the last inspection.
- Leaders do not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 that into account in her evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team and other members of staff. Inspectors met with members of the governing body and a volunteer at the school. The lead inspector had a face-to-face conversation with a representative of the local authority.

- Inspectors considered a range of documentation about the school. This included minutes of the governing body and records relating to pupils' behaviour and attendance.
- Inspectors carried out deep dives in early reading, mathematics and history. They spoke to leaders, teachers and pupils, reviewed pupils' work and visited lessons.
- Inspectors reviewed safeguarding documentation, policies and records. They met with leaders, staff and pupils to understand how they are kept safe.
- Inspectors spoke to staff about workload and well-being.
- Inspectors observed pupils' behaviour at break and lunchtimes, when moving around school, during lessons and in assembly.
- Inspectors observed pupils reading to a trusted adult.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors spoke to parents at the school gate.
- Inspectors also considered the response to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils.

Inspection team

Trish Merritt, lead inspector

Ofsted Inspector

Lisa Whittaker

Ofsted Inspector

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