

# Inspection of Helmshore Primary School

Gregory Fold, Helmshore, Rossendale, Lancashire BB4 4JW

---

Inspection dates: 30 and 31 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

Pupils come to school happy and ready to learn. They are proud to be a member of the Helmshore community. Pupils feel safe and know that they have trusted adults in school who take good care of them.

The school has high expectations for pupils' academic success. Pupils enjoy what they are learning and they are keen to share their knowledge. Most pupils achieve well across the curriculum.

Pupils' behaviour is exemplary. From the early years onwards, children and pupils come into school with a sharp focus on learning. They live up to the school's motto of 'being the best that they are able to be'. Pupils demonstrate their excellent manners as they move around school and during playtimes. Adults ensure that they swiftly sort out any small problems, such as misunderstandings between pupils and their friends.

Pupils understand the importance of including everyone in their school. They work together to overcome stereotypes. For example, members of the pupil council have created information leaflets to illustrate the school's dedication to creating a happy and thoughtful school community.

Pupils delight in taking on additional responsibilities. They love to run clubs for other pupils. They take their playground buddy roles seriously. Pupils enjoy the broad range of activities open to them. For example, pupils are keen to take part in the school musical. They also enjoy taking their singing into local care homes.

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

The school has designed a curriculum that is highly ambitious and meets the needs of all learners, including pupils with special educational needs and/or disabilities (SEND). The curriculum carefully links the requirements of the national curriculum with learning about the local area. Opportunities to learn about equalities and diversity are woven through the curriculum.

Teachers use their strong subject knowledge to design interesting and appropriate learning activities for pupils. They provide clear explanations for pupils. This helps pupils to gain a deep body of subject knowledge across the curriculum. Teachers check as a matter of routine on how well pupils have learned and understood earlier curriculum content. Teachers are adept at identifying and addressing pupils' misconceptions when they arise. Pupils build a secure body of knowledge across different subject areas. They achieve well.

The school has designed an exceptional curriculum for children in the early years. Children in the Reception Year are mesmerised by the work that they do. They demonstrate their learning with articulate answers to questions. Adults skilfully use questioning to enhance children's learning of the curriculum. Throughout the early

years, there is a sharp focus on ensuring that adults meet children's needs and interests. There are no missed opportunities for children to learn. As a result, the children in the school get off to a flying start.

The early reading programme is effective. It ensures that pupils make a strong start in learning to read. From the early years, children enjoy the high-quality texts that adults share with them. Children start to learn sounds and letters straight away in the Reception classes. They read books that closely match the sounds that they have learned. As pupils move into key stage 1, they continue to build on this exceptionally secure foundation so that most become fluent readers by the time they leave Year 2. Pupils who struggle to keep pace with the phonics programme receive effective support from staff to help them to catch up. Older readers relish the reading challenges that broaden their knowledge of different books and authors.

The school accurately identifies the additional needs of pupils with SEND. Staff make sure that pupils with SEND receive the support that they need. Staff make appropriate use of external guidance and advice so that pupils' needs are met well. For some pupils, however, from time to time, the adaptations that some staff make to their delivery of the curriculum do not meet the additional needs of some pupils with SEND sufficiently well.

Pupils, including children in the early years, learn to work together. They rarely need reminders about their behaviour. Pupils listen attentively to their teachers and follow instructions diligently. Staff regularly praise pupils for their superb behaviour and they take the time to explain why different learning behaviours are so important. Pupils work cooperatively and successfully to achieve class rewards.

Pupils learn about how to be healthy and have active lives. They understand the risks that they may face and they know how to stay safe, including when they are online. Pupils show a deep respect for people with different backgrounds, beliefs or faiths.

Pupils enjoy the opportunities that the school provides through enrichment activities. For instance, pupils are keen to take part in cookery, coding and sports clubs. Pupils also appreciate the way that everyone is able to take part in different activities. For example, pupils understand that the school makes sure that everyone gets their turn to represent the school in sporting events. All pupils, particularly those with SEND, gain from such wonderful experiences.

The 'children's champions' play a key role in ensuring that pupils come to school every day and on time. Pupils attend regularly. The school's actions to reduce absence levels are effective.

Governors know the school well. They are dedicated to their roles. They challenge and support the school in appropriate measures. The school supports the staff to carry out their roles effectively and staff feel appreciated. For example, leaders consult with staff to ensure that any refinements to policies do not have a negative impact on staff's workload and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- On some occasions, staff's adaptations to the delivery of the curriculum do not meet the needs of some pupils with SEND sufficiently well. This means that these pupils do not learn the curriculum as well as they could. The school should ensure that staff are equipped well to adapt their delivery of the curriculum so that pupils with SEND learn all that they should.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	119195
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10294305
<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>	393
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Julie Hayton
<b>Headteacher</b>	Christine Myers
<b>Website</b>	<a href="http://www.helmshoreprimaryschool.co.uk">www.helmshoreprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	13 and 14 March 2012, under section 5 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision for pupils.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders and other members of staff.
- Inspectors met with members of the governing body and held telephone conversations with a representative of the local authority and the school improvement partner.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history, geography and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum and pupils' work in a range of other subjects.
- Inspectors observed pupils read to a trusted adult.
- Inspectors observed pupils' behaviour during playtimes and while in lessons.
- To evaluate the effectiveness of safeguarding inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's staff and pupil surveys. Inspectors met with parents and carers to gather their views and opinions about the school.

### **Inspection team**

Sarah Barraclough, lead inspector	His Majesty's Inspector
Katie Hague	Ofsted Inspector
Cleo Cunningham	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024