

Inspection of Heasandford Primary School

Williams Road, Burnley, Lancashire BB10 3DA

Inspection dates: 5 and 6 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils' well-being lies at the heart of this school. The positive relationships that staff build with pupils helps them to feel safe and happy. Pupils are supported well to develop their understanding of strategies which promote positive mental health. They spoke about using the worry box to share their concerns with staff. Pupils know that adults will resolve any problems effectively.

The school understands the needs of the community that it serves. It has high expectations for pupils. This includes the many pupils who speak English as an additional language, and those with special educational needs and/or disabilities (SEND). Pupils typically achieve well.

The school's expectations for behaviour are clearly understood by all pupils, including children in the early years. Pupils follow the rules consistently well in lessons and when moving around the school. The school provides effective support to pupils who need help to manage their emotions.

Pupils spoke with enthusiasm about the breadth of opportunities on offer. These include a choir and a range of sports activities. Pupils are proud to take on roles and responsibilities, such as being a buddy or an anti-bullying ambassador. They explained how the school council had influenced positive changes in the school.

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

Since the last inspection, the school has made changes to some subject curriculums. The key knowledge that pupils should learn and when they should learn it is clearly identified, starting from the early years. Staff deliver this ambitious curriculum consistently. In most subjects, pupils achieve well.

Pupils benefit from a rich, ambitious curriculum from the early years to Year 6. Staff use assessment information effectively to check what pupils know and to identify what they should learn next, in most subjects. However, in a small number of subjects, these checks are less effective. In these subjects, some pupils do not have a secure foundation on which to build new learning.

The school accurately identifies the additional needs of pupils with SEND. Staff act on advice from other professionals and make effective adaptations to the delivery of the curriculum. This helps pupils with SEND to learn the same curriculum as their peers. Pupils with SEND are well prepared for the next stage of their education.

The school prioritises reading from the start of the Reception class. Pupils told inspectors that they enjoy selecting books from the well-resourced libraries. Pupils read widely and often. The school supports parents well to extend their children's reading skills at home.

Over the last two years, the school has made changes to the teaching of reading. The school helps pupils to learn phonics quickly from when they first start in school. This includes pupils who join the school in later years, many of whom are new to the country. The school checks that children are progressing well through the reading programme and provides effective support for less confident readers. This means that most pupils, including those with SEND, become confident, fluent readers by the end of key stage 1. The 2023 published outcomes indicate that the proportion of pupils who met the phonics screening check, and those who met the expected standard for reading in key stage 2, were low. These published outcomes do not reflect the strength of the revised curriculum, which is helping current pupils to achieve well in reading.

The school has high expectations for pupils' attendance. It takes effective action to improve the attendance of pupils who do not attend school as regularly as they should. The school ensures that parents understand the negative impact that extended leave during term time has on pupils' learning. Leaders' actions have ensured that current pupils' attendance has improved significantly. In addition, the proportion of pupils who are persistently absent has reduced over the last year.

Promoting positive attitudes to learning and supporting pupils' wider development are strengths of the school. Pupils broaden their experiences by listening to visitors to the school and by going on a wide range of trips. They understand how fundamental British values relate to their own lives at home and in school. Pupils are well prepared for life in modern Britain.

Governors fulfil their responsibilities well. They provide effective challenge and support to improve the school further. The school has considered staff's well-being when introducing changes to the curriculum. This includes seeking staff's views and providing support and guidance to reduce unnecessary workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the checks on what pupils remember are not as effective as they could be. As a result, the school does not accurately identify how well pupils achieve in these subjects. This means that learning in these subjects is not secure for some pupils. The school should make sure that assessment strategies enable staff to check what pupils have learned and that any gaps in pupils' knowledge are effectively addressed.

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

Unique reference number	119261
Local authority	Lancashire
Inspection number	10294309
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	632
Appropriate authority	The governing body
Chair of governing body	Iain Longstaff
Headteacher	Jackie Hall
Website	www.heasandford.co.uk
Dates of previous inspection	26 and 27 June 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative providers for pupils.
- The school operates a breakfast club.

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 met with the headteacher, other leaders, the chair of governors, other governors and a range of staff at the school. Inspectors also met with a representative of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and art and design. 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 discussed the curriculum in some other subjects.
- 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.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- Inspectors visited the breakfast club and observed pupils at breaktime, lunchtime and when moving around the school.
- Inspectors spoke to leaders about pupils' wider personal development.
- Inspectors spoke to parents and carers on the playground and considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also considered the responses to Ofsted's online surveys for staff and for pupils.
- Inspectors met with groups of pupils throughout the inspection to gather their views about school life.
- The inspectors reviewed a wide range of documents, including those related to the governance of the school.

Inspection team

Liz Dayton, lead inspector	Ofsted Inspector
Gillian Crompton	Ofsted Inspector
Rebecca Gough	Ofsted Inspector
Lisa Whittaker	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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024