

Burnley Heasandford Primary School

Inspection report

Unique Reference Number	119261
Local Authority	Lancashire
Inspection number	313235
Inspection dates	11–12 June 2008
Reporting inspector	Peter McKay

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	562
Appropriate authority	The governing body
Chair	Mr Iain Longstaff
Headteacher	Mrs Kendra Allen
Date of previous school inspection	1 November 2004
School address	Williams Road Burnley Lancashire BB10 3DA
Telephone number	01282 422009
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is much larger than average and is located in an urban area with high levels of social and economic disadvantage. The number of pupils eligible for a free school meal is well above average. High mobility means that only about two thirds of pupils complete the full seven years in school. The number of minority ethnic pupils is increasing, with 60% coming from Pakistani and Bangladeshi backgrounds. The number for whom English is a second language is well above average. The number of pupils with learning difficulties and/or disabilities (LDD) is above average with an above average percentage having a Statement of Special Educational Need. About 40% of pupils receive some form of additional support.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Heasandford is a good school. All staff recognise clearly that, in the challenging circumstances of the school, raising standards and promoting personal development must have equal priority. Pastoral care is outstanding. Parents value the school highly and it has a deserved reputation for the quality of additional support provided for pupils with particular learning, language or emotional needs.

The turnover of pupils is high. Typically, about a third of pupils are late entrants, mainly into Key Stage 2. Those entering the school say they are welcomed and helped to settle very quickly. This growing number presents a challenge for the school as many require additional support to make up lost ground. Whilst most make good progress, their standards are below average, particularly in mathematics because too few of the more able pupils achieve the higher levels. Pupils who attend for the full seven years of schooling achieve well. From low levels of development on entry these pupils make good progress and reach broadly average standards by the time they leave. This is because of good teaching and a well planned curriculum, which is enhanced by the use of information and communication technology (ICT) and by a wide range of visits, visitors and creative activities. Not all lessons encourage pupils to work independently and understand what they need to do to achieve even better. Equally, not all marking of pupils' work makes clear how pupils can reach their given targets.

Pupils enjoy lessons and the many additional activities on offer. One pupil's view that 'this is the best school in Burnley' is typical. Attendance is just below average because many pupils take term-time holidays which extend beyond the period authorised by the school. Behaviour is good and pupils form good relationships with adults and each other. Instances of bullying or racism are extremely rare. Pupils are very friendly and polite. They are well cared for and know how to behave safely. They develop a good awareness of the need to eat sensibly and take regular exercise. Most pupils develop satisfactory basic skills which prepare them satisfactorily for the future. They respond well when taking on responsibility and contributing to the school community as librarians, class monitors and buddies to younger pupils.

Leadership and management are good. The headteacher's vision and strong leadership gives a sense of purpose and direction. Staff are committed to improvement and work well as a team. Governors are closely involved with the life of the school. Financial management is good and the school gives good value for money.

Effectiveness of the Foundation Stage

Grade: 2

Children enter the Reception class with a wide range of knowledge and skills. Overall, these are well below those typical for their age. This is particularly so for language and communication skills and mathematical development. Boys' attainment on entry is exceptionally low. They make good progress through the Foundation Stage but, by the time they enter Year 1, they attain well below the girls in most areas of learning. Children settle well into routines and enjoy the structured and stimulating environment where teaching is good. They are cared for and supported extremely well. Staff have high expectations. Children make good progress in all areas of learning, particularly in language. Visits to places such as Blackpool Zoo and the canal stimulate language development, social skills and self esteem. Effective modelling of writing, and good teaching in phonics, ensures children's good progress in reading and writing.

Occasionally, too much teacher direction restricts children's opportunities to make choices for themselves. The Foundation Stage is well led and managed with effective use of teaching assistants. Staff keep a close track on each child's progress through careful observation. They use assessments to plan further stimulating activities. Well structured planning covers all areas of learning, including outdoor learning. Children enter Year 1 working within the expected targets.

What the school should do to improve further

- Raise the standards achieved by more able pupils in mathematics
- Give pupils more opportunities to work independently of teachers and take responsibility for planning, organising and evaluating their own learning.
- Ensure that pupils understand the standards at which they are working and what they need to do to achieve their targets.

Achievement and standards

Grade: 2

After starting school with levels of development well below typical, pupils make good progress as they move through the school and their achievement is good. Despite this good progress, many pupils do not get to the standards expected for their age when they leave school.

Standards of reading and writing in Years 1 and 2 are rising. In 2007 they were broadly average. This represents good achievement for cohorts in which some two thirds of pupils do not have English as a first language. Whilst improving, standards are still below average in mathematics. More pupils are reaching the higher levels in all subjects.

National test results for Year 6 pupils in 2007 were below average in English and mathematics and average in science. Targets were met in science and for the higher levels in English. Only two thirds of pupils taking the tests had started school in the Reception class. These pupils achieved well in reaching broadly average standards in all subjects, and all either met or exceeded their individual targets. Of those pupils who joined during the key stage, many did so with disrupted previous schooling and significant gaps in learning. Despite the good support they received, their standards were below average. A similar pattern is evident in the current Year 6, where the proportion of incoming pupils has been even higher. Though measures of progress in Key Stage 2 are rising, standards remain below average, with mathematics still a significantly weaker subject.

Pupils with learning difficulties and/or disabilities and those who have English as a second language make good progress because they receive help and support from specialist staff well matched to their needs.

Personal development and well-being

Grade: 2

Personal development, including spiritual, moral, social and cultural development is good. Behaviour around the school and in lessons is good. Pupils enjoy their education and are eager to learn. Despite the school's best efforts, attendance is just below average due to the number of pupils taking extended term-time holidays. Cultural development is good, with the pupils celebrating a variety of religious festivals, visiting a Jewish museum and taking part in an 'East Meets West' Day with their parents. Pupils feel safe and secure in school because adults care for them well and deal effectively with the very rare instances of racism or bullying. They know

that their voice is listened to. For example, the school has adopted their suggestion for recycling paper, batteries and compostable materials. Pupils know that it is important to be healthy and the school supports them well by providing healthy food; the school kitchen uses the vegetables grown by pupils in the school's garden. Pupils contribute to a wide range of charity work, which includes supporting Burnley General Hospital and helping to buy farms in Africa. Basic skills are satisfactory. Pupils are helped to prepare for their life beyond school by visits to industry and involvement in a project for gifted and talented pupils with the University of Cumbria.

Quality of provision

Teaching and learning

Grade: 2

In most lessons work is well matched to needs and enables pupils at all levels to make good progress. In the best lessons teachers explain to pupils what they will learn and how it builds on what they have done before. Stimulating whole class sessions capture and hold pupils' attention and foster enthusiasm for learning, particularly when electronic whiteboards are used well. Good questioning probes pupils' knowledge and understanding. High expectations and challenging tasks stretch without inhibiting. Good relationships and frequent use of praise and encouragement are strong features. Pupils behave well and show enthusiasm for learning. Teaching assistants provide effective and well targeted support. Occasionally, the pace of lessons is too slow because the teacher talks for too long, and gives pupils too little time to think and do things for themselves.

Teachers check pupils' progress through regular assessment. This information is not always used to set work of sufficient challenge, especially for more able pupils in mathematics. Marking is not consistent in indicating the standard of pupils' work or how it might be improved.

Curriculum and other activities

Grade: 2

The well balanced curriculum has an appropriate emphasis on the core subjects of English, mathematics, science and ICT. The curriculum provides well for pupils' personal and social development and, as a result, pupils are confident and polite when speaking with each other and with adults. Opportunities for learning outside the school day are good, particularly the sporting activities in which many pupils participate. These supplement the restricted time allocated to physical education lessons. Pupils' experiences are enriched through visits and visitors, particularly in drama and the arts. Good links with road safety organisations, the police and fire services enhance pupils' understanding of safe behaviour. Support for pupils with learning difficulties and/or disabilities and an Early Years nurture class for the most vulnerable children give them the confidence and skills to access all areas of the curriculum.

Care, guidance and support

Grade: 2

Pastoral care is outstanding. It is typified by the practice of collecting some of the most vulnerable pupils from home each morning and preparing them for the school day in a safe, caring and supportive environment. Teaching and support staff know pupils very well and are dedicated to meeting their needs, drawing on the support of external agencies where required. The school does not exclude pupils. Well monitored child protection, risk assessments and health and safety procedures are in place. Parents are well informed about the progress their

children are making. Academic guidance is less effective and reduces the overall quality of care, guidance and support. Pupils do not always know or understand their target levels.

Leadership and management

Grade: 2

The headteacher leads a school in which all pupils are equally valued and expectations are high. She is well supported by a senior leadership team which shares her commitment to continuous improvement. Subject leaders are well equipped to carry out their responsibilities and feel their views are fully considered. Systems for tracking pupils' progress provide accurate data for target-setting. Monitoring and evaluation are well embedded at all levels and determine priorities for development. The school development plan sets out appropriate actions for delivery, with clear timescales and challenging success criteria. Impact is evident in, for example, improvements in mathematics and in boys writing in Key Stage 1. Links to financial planning ensure developments are adequately resourced. Governors are committed and supportive. They carry out their responsibilities efficiently through a strong committee structure. They are less effective in challenging and holding the school to account.

The school has improved since the previous inspection; issues about teaching and ICT raised at the last inspection have been addressed. The school is responding well to new challenges, such as an influx of non-English speaking pupils of European origin. This demonstrates that the school has the capacity to improve in future.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

13 June 2008

Dear Pupils

Inspection of Burnley Heasandford Primary School, Lancashire, BB10 3DA

Thank you for making my colleagues and I so welcome when we visited your school. We were pleased to find out how much you enjoy being part of such a friendly and caring community.

Yours is a good school. The teachers and other adults take very good care of you and make sure you know how to stay healthy and safe. Your behaviour is good and most of you attend well. Your enthusiasm and positive attitudes, together with good teaching, are very important in helping you to learn. A great strength of the school is the support given to those of you who need extra help. You told us how much you enjoy the wide range of extra activities on offer. We are pleased that you take part so enthusiastically in everything you do in school.

The headteacher, governors and other staff are always looking for ways to improve the school even more. There are three things they are going to concentrate on.

- Helping you to reach higher standards in mathematics.
- Giving you more opportunities to think and do things for yourselves, with less help from adults.
- Making sure you always know the standard you are working at and how you can do even better.

You can help your teachers by working hard, behaving well and coming to school every day. We really enjoyed our visit to your school and wish you the very best for the future.

Yours sincerely

Peter McKay

Lead inspector