

# Worsthorne Primary School

## Inspection report

---

<b>Unique Reference Number</b>	119181
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379747
<b>Inspection dates</b>	7–8 February 2012
<b>Lead inspector</b>	Adrian Guy HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Lambert
<b>Headteacher</b>	Louise Young
<b>Date of previous school inspection</b>	2 October 2008
<b>School address</b>	Brownside Road Worsthorne Burnley BB10 3LR
<b>Telephone number</b>	01282 425690
<b>Fax number</b>	01282 471122
<b>Email address</b>	head@worsthorne.lancs.sch.uk

---



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



© Crown copyright 2012

## Introduction

### Inspection team

Adrian Guy  
Zahid Aziz

Her Majesty's Inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 21 lessons and three assemblies. They observed all eight teachers in the school; this included joint observations with the headteacher. Inspectors observed the teaching of reading to small groups as well as listening to individual pupils read. Inspectors held meetings with school staff, members of the governing body, the local authority's representative and groups of pupils. They observed the school's work and scrutinised a number of documents such as those relating to safeguarding pupils; the teachers' assessments of pupils' attainment and their progress; the school improvement plan and documents identified by the school to support its self-evaluation. Inspectors also took into consideration the 83 questionnaires returned by parents and carers, and those returned by staff and pupils. There were no responses to the on-line questionnaire (Parent View).

## Information about the school

Worsthorne is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is less than half the national average. The proportion of pupils from a minority ethnic background is very small, and there are no pupils who speak English as an additional language. The proportion of disabled pupils and those with special educational needs is slightly lower than the national average. There are currently no pupils with a statement of special educational needs. The number of pupils joining and leaving the school partway through their education is lower than the national average. The school provides a before- and after-school care club for children who attend the school. There have been significant changes in staff since the previous inspection. The school has a new headteacher, an assistant headteacher and four other new teachers. In 2011, results from Key Stage 2 assessments were above the government's floor standards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- The overall effectiveness of the school is satisfactory. Pupils' attainment has fluctuated over the past three years. In 2011, most of the pupils leaving the school in Year 6 gained the expected level for their age in both English and mathematics and many gained higher levels in English. However, pupils' progress across the school is inconsistent. Although many pupils, including those who have special educational needs, are making better progress particularly in reading, progress in other areas, for example writing, is weaker. Consequently, from overall starting points that are generally in line and for some above those typical for their age, pupils' achievement is satisfactory.
- Pupils are polite and courteous and generally behave well in school. They cooperate effectively and show good levels of engagement in lessons where teaching is stronger. They say they feel safe, although a small minority of parents, carers and pupils felt that infrequent incidents of bullying and name-calling, including homophobic language, should be dealt with more effectively.
- Overall, the quality of teaching is satisfactory and is improving. There are some examples of good quality practice where teachers use information about pupils' progress to provide well-focused tasks that are engaging and motivating. However, this varies across the school and in less effective lessons, activities are not always challenging and learning does not move forward at a fast enough pace. The assessment of pupils' learning varies across the school and feedback to pupils does not consistently move their learning on by identifying the next steps they need to take.
- The recently appointed headteacher demonstrates a strong drive to secure improvement in the school. She leads by example and is developing the role of middle leaders who are suitably focused on securing improvement. The governing body is supportive of the school and meets its statutory obligations. However, the extent to which it holds the school to account and challenges it to improve is limited.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the quality and consistency of teaching in order to raise pupils' attainment, particularly in writing, and increase the proportion of pupils making good progress by:
  - ensuring that activities are challenging and accurately matched to pupils' needs so that their learning moves forward at a brisk pace
  - developing marking and feedback to pupils, ensuring that they understand exactly what they have done well and what they need to do to improve.
- Improve pupils' awareness of all forms of prejudice and discrimination by developing opportunities to promote greater understanding and respect for cultural diversity within the United Kingdom.
- Develop the capacity of the governing body to hold the school to account effectively by:
  - ensuring governors receive training to enable them to scrutinise the work of the school and fulfil their roles effectively
  - developing systems to monitor the work of the school for itself so it can measure and evaluate improvement against challenging targets.

## Main Report

### Achievement of pupils

Parents and carers have positive views about the progress of pupils. When children join the school, their skills and abilities are broadly in line with expectations for their age and for some are above. They settle well and many make good progress particularly in reading and by the end of the Reception Year childrens' attainment is above expected levels. However, this good progress is not consistent as they move through school and, by the end of Key Stage 1, their attainment in reading is broadly in line with national averages. Although achievement in mathematics is stronger, fewer pupils than might be expected make good progress and attain the higher levels in writing. In Key Stage 2 most pupils make expected progress and many make good progress, particularly in reading. In 2011 nearly all pupils achieved expected levels in reading and many achieved higher levels. However, attainment in writing is weaker and fewer pupils than might be expected achieved higher levels in mathematics.

Inspectors looked in detail at the achievement of different groups of pupils, especially between boys and girls. While there is evidence that boys' attainment is lower than that of girls in the Early Years Foundation Stage, there is also evidence that their progress is improving and the gap has closed by the time they enter Key Stage 2. Similarly, the achievement of pupils with special educational needs is closing

the gap with their peers. In the majority of lessons, pupils' progress is satisfactory. However, there is evidence of improving progress, for example, where there is stronger teaching, work is more carefully matched to pupils' needs and pupils are clearer about what they need to do to improve.

### **Quality of teaching**

Pupils are encouraged to work together and they cooperate well in an atmosphere that is positive and supportive. Although inspectors saw some good examples of good practice, the majority of teaching and learning observed during the inspection was satisfactory. In the better lessons teachers motivated pupils and generated engagement in learning. Teachers made sure pupils were clear about what was expected and what they needed to do to move their learning on. However, less successful lessons were characterised by fairly lengthy periods where pupils were sitting listening to teachers talk and tasks were focused on adult direction which led to insufficient challenge, engagement and independence for pupils. As a result, pupils made no more than the expected progress. There are opportunities to develop social skills and reflect on moral choices. For example, in a writing lesson about a highway robber, pupils were encouraged to consider how they should react if something of theirs was taken. However, provision for developing their own beliefs and values, understanding and respecting those of other communities and cultures in the United Kingdom is less well developed.

Teachers' feedback to pupils is variable across the school. Although the marking of pupils' work offers encouragement, it does not consistently help pupils know how well they have done and what they could do next to improve the quality of their work. Similarly, pupils' errors and mistakes are generally identified; however, this information is not consistently used to plan the next steps in pupils' learning. The school has reviewed the curriculum and has very recently put in place a new structure to link aspects of different subjects into themed units of learning. While it is too early to evaluate the impact of these changes, evidence from lesson observations suggests pupils enjoy the topics they are learning about. Pupils, parents and carers have positive views about the quality of teaching in the school and in responses to surveys and discussions with inspectors, very few made any negative comments about pupils' learning and progress.

### **Behaviour and safety of pupils**

Parents and carers and pupils themselves agree that they are kept safe. They understand the important features of staying safe including road safety and being safe when using the internet. However, they are less well informed about different kinds of bullying, particularly bullying based on prejudice. They are confident that on the infrequent occasions where bullying occurs it is dealt with effectively, although a small proportion felt behaviour and bullying should be dealt with more effectively. On the playground, pupils play together happily and show they understand the importance of getting along together. Pupils show positive behaviour in lessons particularly when they are fully engaged and have opportunities to be independent. However, in other lessons, some pupils' behaviour is often passive and they are less engaged in learning which affects their progress. While most pupils felt behaviour was good at the school for most of the time, many felt it could be even better. Pupils

whose circumstances may make them vulnerable are cared for well, and support from external agencies provides well-targeted and timely interventions. Appropriate policies and systems are in place to ensure pupils are kept safe and pupils' levels of attendance are above average. They are keen to improve their school and contribute to their community and have raised money for charities.

## **Leadership and management**

Leaders and managers have an accurate and honest view of the school's strengths and weaknesses. Plans and initiatives to improve aspects of the school's work are beginning to have a positive impact, for example in developing programmes for guided reading and reviewing the provision in the Early Years Foundation Stage. These, together with the clear vision and direction set by the headteacher, are indicative of the school's developing capacity to improve. Improvement plans identify appropriate priorities and systems to monitor the quality of teaching are indicating that this is improving. However, these improvements are relatively recent and are yet to demonstrate the sustained improvement and ambitious outcomes to which the school aspires.

The governing body is very supportive and has steered the school through some significant changes in staffing. Although the governing body receives regular information about the school and the performance of pupils, it has relied on the direction of the headteacher and has not developed systems for reviewing and monitoring the work of the school for itself. Requirements in relation to arrangements for the safeguarding of pupils are met satisfactorily. Members of the governing body are aware of the need to develop the governors' capacity in evaluating and holding the school to account through accessing appropriate training. Consequently, the school's overall capacity to improve is satisfactory.

The curriculum for Key Stages 1 and 2 was reviewed in 2011 and from January 2012 has begun to follow a thematic approach linking subjects to areas of study. Although at a very early stage, this framework is broad and balanced and meets requirements. It is enriched by a variety of extra-curricular club and educational visits. However, the impact of the curriculum particularly in raising standards in writing is yet to be evident. In the Early Years Foundation Stage the curriculum is established and there is an appropriate balance of activities across different areas of learning. There are some strengths in the provision for pupils' spiritual, moral, social and cultural development. Pupils enjoyed a memorable celebration including a ceremony at the local church as part of the festivities for the royal wedding in 2011. Assemblies focus on respect for others and pupils develop a sense of what is right and wrong particularly in relation to behaviour. This successfully complements the school's work on promoting equality, tackling discrimination and challenging prejudice and stereotypes. For example, in the Reception class a group of boys has been highly engaged in setting up a hairdressing role-play area and in Year 5 a group of pupils is linked with pupils from a more diverse school in the local area. However, the school has yet to extend this work across all the whole school and to include all characteristics required by legislation. Relationships with parents and carers are managed very effectively. They speak positively about the new headteacher and value the work of the staff.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 February 2012

Dear Pupils

### **Inspection of Worsthorne Primary School, Burnley, BB10 3LR**

Thank you for welcoming the inspection team to your school recently. You may remember us coming to see how well you are learning. We learned a lot from watching your lessons, listening to you read, looking at your work and talking to you about your learning and life at school.

Your school provides you with a satisfactory education. We were pleased to see that you behave and get along together and some of you feel your behaviour could be even better. You are given interesting things to learn about and a range of clubs and activities to join in with. It looked like you very much enjoyed your royal wedding celebrations last year. We could see that many things are improving at your school and you attend school regularly. You told us that most of you are happy to come to school and enjoy your work and feel safe.

These are the things we have agreed with your headteacher that your school should improve next:

- improve the quality of teaching you receive to make sure you all make good progress and achieve well
- learn more about the diversity in cultures and communities beyond your school to make sure everyone is respected and valued
- make sure that your school governors are better at checking that your school improves in the way they want it to.

Remember, you can all play your part by working hard and continuing to attend school as often as possible. All the inspectors wish you the very best for the future.

Yours sincerely

Adrian Guy  
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).