

# Worsthorne Primary School

## Inspection report

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<b>Unique Reference Number</b>	119181
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	326963
<b>Inspection dates</b>	2–3 October 2008
<b>Reporting inspector</b>	Kathryn Dodd

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	193
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Anthony Lambert
<b>Headteacher</b>	Mrs Elizabeth Townend
<b>Date of previous school inspection</b>	1 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Brownside Road Worsthorne Burnley Lancashire BB10 3LR
<b>Telephone number</b>	01282 425690
<b>Fax number</b>	01282 471122

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<b>Age group</b>	4–11
<b>Inspection dates</b>	2–3 October 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

All the pupils at this smaller than average size school are from White British backgrounds. The school draws pupils from a mixed catchment that includes an area of social and economic advantage. The proportion of pupils entitled to free school meals is well below average. The school makes provision for Reception aged children (Early Years Foundation Stage or EYFS). The proportion of pupils with learning difficulties and/or disabilities is average. The school has been accredited with the Investors in People, Activemark and Healthy Schools awards. The headteacher returned to the school in April 2008, following her absence for two terms. This period included a secondment to another school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Worsthorne Primary is a satisfactory school, providing satisfactory value for money. Some aspects are good, such as the way in which pupils are cared for and nurtured and their personal development and well-being. Relationships are very positive. Pupils behave well, show good attitudes to learning, and speak confidently about how to keep safe and healthy. Pupils make a strong contribution towards their school and local community and forge effective partnerships with nearby schools. Most parents are pleased with the quality of education on offer. They particularly appreciate the warm and welcoming approach of staff and the before and after school club provision.

Although standards are above average by the end of Year 6, pupils' overall achievement is satisfactory. This is because inconsistencies in teaching mean that pupils make uneven progress. Since the last inspection, the published results in national assessments and tests at the end of Years 2 and 6 have been above average, with standards in mathematics higher than those in English and science. In English, standards in writing are lower than those in reading. Accelerating pupils' progress in writing has become a key focus for the school. Progress is hampered, however, because teachers sometimes miss good opportunities for practising writing skills as part of work in other subjects. Evidence from this inspection shows that current standards across the school are not quite as high as they were, and the rate at which pupils make progress is satisfactory, rather than good.

Teaching and learning are satisfactory. Although there are examples of good teaching and learning between Years 1 and 6, teaching and learning across the school are variable. Pupils make the best gains in lessons where teachers use information about what pupils can already do to provide work that challenges them, particularly the more able pupils. These good practices are not used consistently in all classes. A satisfactory curriculum enables pupils to make steady progress. Their good personal development, particularly their enjoyment of all that the school has to offer, however, reflects a good range of enriching experiences beyond lessons.

Pupils' satisfactory academic achievement and their good personal development are the result of satisfactory leadership, management and governance. Since the previous inspection, several long-term staff absences, including those of leaders and managers, have reduced the amount of monitoring and evaluation done by the school. This has caused leaders, managers and governors to have an over-generous view of the school's effectiveness, because their monitoring and evaluation skills are not sharp enough. Following the return from secondment of the headteacher, there is now a very clear and realistic view of the way forward. Plans to address known weaknesses are in place. Staff are welcoming new opportunities for training and are keen to improve. There is a shared determination to rise to the challenges ahead. The school has made satisfactory improvement since the last inspection, and is soundly placed for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

When children start in the EYFS, their skills are typical for their age. As a result of the satisfactory teaching and learning and the satisfactory curriculum, children make steady progress. When they start Year 1, their skills are in line with those expected nationally. The warm, safe and caring environment encourages children to settle happily and discover quickly that learning is

enjoyable. Parents appreciate the welcoming approach of staff. Children learn to get along well together and talk about their activities. However, opportunities to improve their behaviour and exercise the self-control necessary to prepare them to succeed in Year 1 are sometimes overlooked. Staff work together to find out what children know and can do, although they do not always use this information purposefully to tailor questioning and activities to meet the range of children's learning needs fully. Provision for outdoor learning has not improved significantly since the last inspection, when it was identified for improvement. It is not as well planned as the provision for indoor learning. Leadership and management are satisfactory.

### **What the school should do to improve further**

- Improve provision for outdoor learning in the Early Years Foundation Stage.
- Improve monitoring and evaluation at all levels, and ensure that the school has a clear picture of where improvements are needed.
- Make consistent use of assessment data to match the work to pupils' learning needs, especially those of the more able pupils.
- Increase opportunities for pupils to practise their writing skills across other subjects.

A small proportion of the schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are above average by the end of Year 6 but pupils' achievement is satisfactory. Considerable recent staffing instability has led to variations in the quality of teaching and pupils' progress. Results in national tests and assessments in 2007 showed that standards in reading, writing and mathematics in Year 2 dipped to average for the first time in five years. Results in 2008 were similar to those in 2007. Pupils now in Year 2 are working at the expected level for their age and their progress is satisfactory. Over time, the school's published results in national tests for Year 6 pupils have been above average overall. However, there are variations; in 2007, results in mathematics were above average but those in English and science were broadly average. The progress made by this group of pupils was not as good as expected and a number did not reach the targets set for them, especially in writing. The 2008 provisional results show a similar pattern and the school has rightly identified improving standards in writing as a priority for this year. Inspection evidence indicates that current Year 6 pupils are making satisfactory progress towards their targets in national tests at the end of the year.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. The school is a harmonious and caring community, where pupils show courtesy and respect towards others. They behave well and have good attitudes to learning. They are delighted to receive rewards for their efforts, and say that this encourages them to do their best. Pupils' enjoyment is reflected in their good attendance and in their eagerness to take part in many additional activities out of lessons, such as sport. Pupils enjoy making their school a happier, healthier and safer place. They take on responsibilities, such as being school councillors and looking after younger pupils, with enthusiasm. Local partnerships, such as the Bridge Project, enrich pupils' understanding of Britain's ethnically diverse society. Pupils talk

knowledgeably about how they can keep themselves healthy and safe. Their good personal and social skills, along with satisfactory progress in literacy, numeracy and information and communication (ICT) skills, prepare them soundly for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Purposeful activities, good organisation, positive relationships, effective management of behaviour and encouragement from support staff are strong features of most lessons. As a result, pupils enjoy lessons, listen carefully and behave well. Teachers are keen to adopt the new or revised practices aimed at raising standards, and some lessons are good. In these lessons, teachers take close account of what they know their pupils can already do in order to provide work that matches closely their learning needs. This results in higher expectations of pupils, especially the more able ones, and greater opportunities for them to learn to take responsibility for their own learning. These best practices are not seen consistently across all classes, and learning is uneven.

### **Curriculum and other activities**

#### **Grade: 3**

The satisfactory curriculum enables pupils to make steady progress. A strong emphasis on personal development ensures that pupils benefit soundly from their education. Effective partnerships within the locality enrich pupils' learning, particularly through sport, the arts, and through developing an awareness of and respect for the culturally diverse local community. Since the previous inspection, provision for ICT has improved. Pupils' skills are now developing at an increasingly good pace, and from a younger age. Plans are in place to adjust the curriculum, so that the gap between standards in reading and writing is bridged. At present, progress is limited because opportunities are missed for practising writing skills, as part of work in other subjects. An appropriate support programme enables pupils with learning difficulties and/or disabilities to make satisfactory progress. Although provision for more able pupils beyond the classroom is being extended, opportunities for challenging them to do better are sometimes overlooked in lessons.

### **Care, guidance and support**

#### **Grade: 3**

Making sure that pupils are nurtured and well cared for is at the heart of the school. Staff offer caring and sensitive support whenever it is needed. Appropriate procedures for safeguarding pupils are in place, and pupils say they are part of a 'big family', and as a result feel safe. Strong commitment to supporting vulnerable pupils, such as those with behavioural difficulties, shows in effective partnerships with parents and external agencies. Systems for tracking pupils' academic achievement are at present being improved and pupils are becoming increasingly involved in understanding what they need to do to improve. Improvements to marking are helping to guide them further, although practice remains inconsistent across the school.

## Leadership and management

### Grade: 3

Leadership, management and governance are satisfactory. The headteacher's commitment to pupils' welfare is reflected in their good personal development and well-being. The school makes a good contribution to community cohesion through the effective partnerships it fosters with organisations and other schools nearby. A decline in the progress of some pupils in the last year was attributable to the impact of an unusually high number of staff absences and unavoidable changes in leadership responsibilities. Since the headteacher's return from secondment, a clear view of the way forward, along with a renewed enthusiasm amongst staff, has started to help the school to improve. This is why, for example, the systems to spot more quickly and precisely where learning might speed up, are already having an impact on pupils' progress. Plans to address weaknesses are now in place. School self-evaluation has not been as robust as formerly owing to staffing turbulence since the last inspection. Leaders, managers and governors, some of whom are new to their posts, are developing the skills they need to contribute fully to school self-evaluation and to ensure consistent practices. Parents value the warm welcome they and their children receive in the school and appreciate the before and after school facilities for their children.

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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?	3
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 capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	2
The attendance of learners	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

4 October 2008

Dear Pupils

Inspection of Worsthorne Primary School, Lancashire, BB10 3LR

Thank you so much for the warm welcome you gave us when we inspected your school. You were polite, keen to talk to us and answered our questions thoughtfully. Your behaviour was good, and it was pleasing to see just how proud you are of the badges and certificates you receive when you have done something well. You helped me to understand how grown up you are, such as when Year 6 pupils were asking local fire officers questions about how you can keep yourselves safe at home. You listened to their answers so respectfully too. You get lots of chances to take part in activities that help you to understand about other people in your local community, such as through the 'Bridge Project'. It is clear you enjoy school and helping to make it a happier, healthier and safer place to learn.

Most of your parents are pleased with your school. It is a satisfactory school. The rate at which you learn is similar to pupils in many schools. The standards you reach by the time you leave at the end of Year 6 are usually higher than in many schools. Your standards in reading, however, are higher than in writing. In the last couple of years, you have had more changes of teachers than the school would have liked. This has meant that for some of you, your learning has not been as fast as it could be. Your headteacher, the rest of the staff and governors have some good plans in place to help you to learn faster. There are some things that could be better still. To help you further, I have asked your school to make sure that:

- there are more opportunities for Reception children to learn outdoors
- school leaders learn how to check that you are learning as quickly as you could be
- teachers give you more chances to practise your writing when you do work in other subjects, so that the standard of your writing improves
- your work is always just at the right level for you – never too easy, or too hard, so that you can all show everyone what you are capable of.

You can help your school by making sure that you tell your teachers if your work is too easy or too hard, by making sure that you know how well you are getting on, and by always checking what you still have to do to reach your learning targets. Of course, you should continue to try your best in everything that you do.

I wish you all the very best for a successful future.

Kathryn Dodd

Lead inspector