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Mrs Elizabeth Townend
Headteacher
Worsthorne Primary School
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Lancashire
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Dear Mrs Townend

Ofsted monitoring of Grade 3 schools: monitoring inspection of
Worsthorne Primary School

Thank you for the help which you and your staff gave when I inspected your school on 21 September 2010, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to your staff and pupils for the welcome they gave me, to your governing body representative that I met and to your local authority adviser.

Since the October 2008 inspection, there have been three new appointments to the teaching staff and the senior leadership team has been strengthened.

As a result of the inspection on 2-3 October 2008, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

The 2010 Key Stage 2 unvalidated results represent a dramatic improvement from the school's untypically low results in 2009. Attainment at Key Stage 2 is now again above the national average in English and mathematics. The school's tracking data, moderated by the local authority monitoring and intervention team, show that the majority of pupils are now making at least good progress in mathematics but there is more work to be done to ensure all pupils make the progress they should in English, particularly in writing. This is the current focus for improvement and planned staff development activities. The quality of pupils' writing continues to improve as teachers become more confident in accurately assessing the quality of pupils' writing



and there are increased opportunities for pupils to practise their writing skills across a range of subjects. This includes opportunities to write for a range of audiences and purposes in, for example, science and design and technology activities, as well as in English lessons. The acceleration in the amount of progress pupils make in their learning has resulted from the increased attention given to the accurate and consistent tracking of pupils' progress and the improved use of assessment information to pinpoint pupils' learning needs and provide appropriate teaching, interventions and support. This greater focus on learning has led to improved rates of progress for all identifiable groups of pupils, including the more able.

School monitoring data and local authority records show that significant improvements have been made to the quality of teaching since the last inspection. This is because teachers and teaching assistants make more effective use of assessment data to match work to pupils' differing learning needs. Planning is detailed and defines clear learning objectives. Effective use of questioning together with the detailed marking of pupils' work, ensures that teaching is focused on addressing any gaps in pupils' knowledge and understanding. Inspection evidence confirms that the quality of teaching is now more consistent across the school. All teaching observed by the inspector during this inspection was judged to be good. The headteacher's assessment of the accuracy of teaching and learning during a joint observation with the inspector was accurate.

Improvements have been made to the provision for outdoor learning in the Early Years Foundation Stage. This is now planned for as part of children's daily learning experiences. The construction of the newly developed outdoor area is almost complete. Plans are in place to ensure the effective use of this new resource for a range of teacher-directed and child-initiated learning by children in the Early Years Foundation Stage as well as pupils in Key Stage 1.

These significant developments and evidence of progress in improving outcomes provide evidence of a strengthening capacity to improve. The school has a clear picture of where improvements are needed. Systematic monitoring of attainment and progress and the quality of teaching by the senior leadership team has been given a higher priority. The governing body receive more detailed monitoring information and is able to offer increasingly effective support and challenge as a result. The whole-school approach taken to school improvement has helped to establish teamwork and the use of more consistent systems in the school. The school is aware of the need to enhance the role of subject leaders further in monitoring and evaluation.

The local authority has provided a wide range of effective and well-targeted support. This has been much appreciated by the school. Staff development in assessment for learning and assessing pupils' performance in writing has enthused staff and raised their levels of skills and confidence.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Angela Milner
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in October 2008

- 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.