

# Inspection of a good school: Crawshawbooth Primary School

Burnley Road, Crawshawbooth, Rossendale, Lancashire BB4 8AN

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Inspection dates:

7 and 8 March 2023

## **Outcome**

Crawshawbooth Primary School continues to be a good school.

## **What is it like to attend this school?**

Crawshawbooth Primary School is a welcoming and friendly school. The values of respect, resilience and curiosity thread through all aspects of school life. Leaders set high expectations for pupils' behaviour. Pupils, including those with special educational needs and/or disabilities (SEND), rise to these expectations and behave well.

Pupils have trusting and respectful relationships with staff and leaders. Leaders take reports of bullying seriously and deal with issues well. This helps pupils to feel safe. They enjoy attending school.

Leaders' high aspirations for all pupils, including children in early years, helps pupils work hard and stay motivated. Pupils achieve well. Pupils are enthusiastic about the leadership roles that they fulfil. For example, older pupils support children in the Reception Year with reading and making friends. Sports ambassadors and the school council also take an active role in helping their peers.

Pupils embrace the activities that develop their physical fitness. Pupils take part in clubs such as tag rugby, dance, football, ping pong and netball. Pupils also explore a range of cultures and learn about respecting differences.

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

Leaders have recently redesigned the curriculum to ensure that it is ambitious for all pupils, including those with SEND. In most subjects, leaders have identified the key knowledge that they want pupils to learn. Leaders have also set out clearly when this knowledge should be taught. This helps pupils build up their knowledge logically over time. However, in a few subjects, leaders' refinements to the curriculum are incomplete. In these subjects, teachers do not have clarity about the key knowledge that pupils should be taught. As a result, pupils do not build on their learning as well as they should.

Teachers have strong subject knowledge. This helps them to choose appropriate activities when teaching new subject content. Teachers use a range of suitable assessment strategies to help identify gaps in pupils' learning. They use this information to reshape their teaching so that pupils' errors or misconceptions are addressed effectively and quickly.

Leaders prioritise reading as soon as children start in the early years. Teachers read to pupils regularly. They choose books which explore a range of themes and issues. For example, teachers choose books about identity, culture, emotions and friendships. This strengthens pupils' understanding of the wider world.

Pupils read regularly. They enjoy the praise that they earn from leaders and teachers when they choose to spend their free time reading. Teachers have been trained well to deliver the phonics programme. Those pupils who do not keep up with the programme receive extra, effective help so that they can catch up. On occasions, some pupils do not read books that match their phonics knowledge. This prevents them from practising the sounds that they have learned.

Leaders identify the needs of pupils with SEND quickly and accurately. Leaders invest heavily in resources and specialist services to remove pupils' barriers to learning. Teachers are well supported to adapt how they deliver the curriculum so that pupils with SEND can achieve well.

Pupils display high standards of conduct during lessons and at social times. Lessons are rarely disrupted as a result of poor behaviour. Pupils know the classroom is a safe place where they can take risks and make mistakes. This helps them to take an active part in their learning. In the early years, staff have established an environment that encourages children to play well together. Leaders have ensured clear routines are in place and this helps children settle into school well.

There are many opportunities for pupils to learn about life beyond school. This includes meeting visitors to the school, such as a range of footballers, drone operators, engineers and a fire person. Pupils enjoy their visits to places, such as museums, art galleries and theatres. These experiences enhance the curriculum and broaden pupils' horizons. Pupil mental health ambassadors also run weekly well-being clubs to help raise awareness of strategies to keep safe and happy.

Governors use their expertise well to hold leaders to account. They are well informed about pupils' progress. They develop a strong rapport with the community, pupils and staff. This helps them identify areas where the school needs to improve. Leaders foster an atmosphere where teachers readily help each other to develop professionally. They consider teachers' workload and support staff's well-being. As a result, teachers feel valued. They are proud to be members of the school.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have fostered a strong culture of safeguarding in school. Teachers are trained regularly and kept up to date with the risks that pupils might face in their lives. Teachers are effective in identifying concerns and confident to report these issues to senior leaders.

Leaders are quick to respond to pupils at risk of harm. They use their expertise, along with the support from a range of specialist services, to ensure that pupils receive the help that they need.

Pupils are helped to keep themselves safe. For example, they know about unhealthy relationships, online threats and physical risks such as drugs. Pupils have a trusted adult they can turn to for support and use the worry box in class to report issues.

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

### (Information for the school and appropriate authority)

- In a few subjects, teachers are not clear on what knowledge pupils should be taught. This prevents teachers from designing learning that builds pupils' knowledge over time. Leaders should ensure that the key knowledge that pupils must learn, and when this will be taught, is clearly identified.
- The books that some pupils read do not match their phonics knowledge. This hinders pupils from practising what they have been taught. It stops them from reading fluently and with confidence. Leaders should ensure that pupils practise their phonics knowledge with books that are matched closely to the sounds that they know.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

## 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' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	119313
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10256163
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	306
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Emma Smurthwaite
<b>Headteacher</b>	Chris Willan
<b>Website</b>	<a href="http://www.crawshawbooth.lancsngfl.ac.uk">http://www.crawshawbooth.lancsngfl.ac.uk</a>
<b>Date of previous inspection</b>	8 November 2017, under section 8 of the Education Act 2005

## Information about this school

- The current headteacher was appointed in September 2022.
- Leaders have used one registered alternative provider.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in her evaluation of the school.
- The inspector spoke with the headteacher, other leaders and members of staff. She also spoke with members of the governing body, including the chair of governors, and a representative of the local authority.
- The inspector analysed safeguarding documentation, including the single central record. The inspector spoke with a range of pupils, staff and leaders to evaluate the culture of safeguarding in the school.
- The inspector carried out deep dives in early reading, mathematics and geography. She talked with curriculum leaders, visited lessons, looked at examples of children's and

pupils' work, held discussions with teachers and talked with children and pupils. The inspector also observed some pupils reading to trusted staff.

- The inspector observed children and pupils' behaviour in class and as they moved around school. She also observed pupils playing at lunch time.
- The inspector spoke with groups of children and pupils about their experiences at school.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. She also met with parents before school to find out their views of the school.
- The inspector considered the responses to Ofsted's online survey for staff and pupils.

### **Inspection team**

Amina Modan, lead inspector

His Majesty's Inspector

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