

Burnley Brunshaw Primary School

Address: Morse Street, Burnley, Lancashire, BB10 4PB

Unique reference number (URN): 119217

Inspection report: 9 September 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ●
Needs attention	● ●
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Personal development and wellbeing

Strong standard 

Leaders and staff are alert to spotting any potential vulnerabilities that might affect pupils' wellbeing. The school provides highly effective pastoral support for any pupil who needs extra help. For instance, pastoral staff expertly help pupils to be calm, at ease and able to take part in life at school.

Leaders are determined to open pupils' eyes to the wider world and their potential place in it. They ensure that the content of the school's personal development programme is well linked and intentionally designed. For instance, pupils learn about key people in human development, such as Nelson Mandela and Rosa Parks. They learn key information, not only in celebration events, but also through subject curriculums and leaders' well-considered school assemblies.

Teachers build pupils' deep knowledge of important concepts, such as online safety and protecting one's own body, throughout pupils' time at the school. Pupils learn about different careers. They develop their skills in asking visitors to the school about their lives.

Leaders ensure that pupils can try their hand at new activities, as well as to hone their existing talents, such as in the arts, music and sports. Pupils benefit from leadership roles, such as to aid the school's general improvement through the work of the school council. Leaders act on information that tells them which pupils take up the school's rich personal development offer to ensure even greater access by all pupils.

Pupils learn about the richness of culture in Britain and further afield. They understand and act in line with fundamental British values. Leaders and staff build pupils' knowledge very well about the characteristics of people who are protected in law. Pupils learn about the diversity of people and communities in the local town of Burnley and further afield. Pupils know about the importance of equality.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have a clear and accurate understanding of the quality of education at the school. They also have a secure grasp of the key ingredients of successful teaching. Leaders act diligently to improve staff's expertise, not only in their teaching of subject curriculums, but also to help pupils to remember important learning. For instance, leaders focus carefully with staff on how pupils build their knowledge of key mathematical concepts over time. Teachers teach different age groups of pupils with confidence because of the effective support and guidance that leaders provide for staff. The expert teaching of pupils in the school's special educational needs unit, 'The Meadows', draws on the significant expertise of leaders and staff in this area of work. In other classes throughout the school, teachers also act thoughtfully to help pupils with special educational needs and/or disabilities to learn subject curriculums.

On the whole, the teaching of phonics and reading has improved. This is because of improvements in the curriculum, staff's teaching and leaders' ongoing support for individual teachers and teaching assistants. Leaders also take a wide range of other effective actions to improve the focus on reading. For example, they create a general excitement and enthusiasm for reading throughout the school.

Early years

Expected standard 

Leaders use their expert understanding of how young children develop and learn to inform the school's decisions about its provision in the early years. For example, leaders provide children with lots of important opportunities to be active and to develop their physical coordination. Children in the Reception Year benefit from the school's effective curriculum and teaching. For instance, staff teach children well-chosen stories, rhymes and songs and engage children in lots of meaningful back-and-forth conversations.

Leaders and staff ensure that the school supports and protects children in line with national requirements, such as about safe, healthy eating. Leaders have set clear procedures to support and manage any child's allergies. Staff establish effective support for all children, such as through well-developed links with parents and carers.

Staff spot the needs of children with special educational needs and/or disabilities quickly. They ensure that they provide the right support for children, including through extensive links with other professionals.

Children settle quickly when new to the Reception Year. This is because the staff team is gentle, supportive and welcoming. Staff focus well on building children's confidence and wellbeing. Children learn the school's curriculum well. They make important strides forward in their knowledge and skills.

Inclusion

Expected standard 

At the heart of the school's success is leaders' expertise and their deep commitment to understanding and meeting the needs of vulnerable pupils. For example, leaders very much welcome pupils who have struggled in their previous education elsewhere. Leaders work closely with other schools, professionals, parents and carers as soon as possible to inform the school's work. Leaders and staff strive to reduce anything that gets in the way of pupils' wellbeing and learning.

Leaders ensure that staff make suitable changes to teaching to meet the needs of pupils with special educational needs and/or disabilities (SEND). Some other pupils with SEND have needs that mean that they have a place in the school's special educational needs unit, 'The Meadows'. These pupils benefit greatly from the support of the skilful, knowledgeable unit leaders and staff. The work has a notably positive impact on pupils, as well as their parents.

Leaders use the school's extra funding for disadvantaged pupils effectively. For instance, they help these pupils to take part in a wide range of the school's extra activities. This

enables disadvantaged pupils to broaden their knowledge and skills. Nevertheless, some of the school's plans for using this funding are less clear than they could be.

Leadership and governance

Expected standard 

Leaders and governors have a clear vision for the school, such as through the recently established special educational needs unit, 'The Meadows'. This enables some pupils with the greatest needs to benefit from the specialist support that they need with dedicated staff. Equally, leaders work very well with staff to ensure that they understand all pupils, families and the local safeguarding issues.

In recent years, the school has strengthened its leadership. A well-organised team of experienced, expert leaders leads the school's work. They understand current educational research and practice, such as in early years and primary education, inclusion and safeguarding. They provide staff with helpful professional learning. Staff have high wellbeing. Leaders' thoughtful actions mean that staff workload is well managed.

Leaders hold a correct understanding of the school's priorities. Typically, leaders work effectively to improve the education that the school provides. For example, recently, they have acted wisely to improve pupils' achievement and attendance. Leaders continue to develop their work to ensure that these changes have the maximum impact.

Leaders have high expectations for pupils' development, learning and wellbeing. The school welcomes and supports all pupils. Leaders take positive steps to make sure that staff support each pupil and that pupils feel understood and accepted. Leaders work effectively with parents and carers and other professionals to help teachers in their work.

Governors have suitable expertise and a deep commitment to the school. They challenge and support leaders effectively. Nevertheless, some of the governors' understanding of the school's impact is less precise than it could be.

Needs attention

Achievement

Needs attention 

Over time, published information about pupils' attainment in reading and mathematics has been below average. Leaders have recognised this issue and made well-considered changes to the school's curriculum and teaching. However, it is too soon to see the difference that this makes to pupils' attainment. In addition, the published information does not show how successfully pupils who face obstacles in their lives achieve from their starting points. This includes those with special educational needs and/or disabilities and pupils who join the school having struggled with learning at other schools. Burnley Brunshaw Primary is a school where they begin to prosper.

Current pupils enjoy their learning of the curriculum. They remember the key information that staff teach them well. Pupils love to explain what they know, as well as about the authors they study and the stories that they enjoy. Pupils at the school love reading.

Attendance and behaviour

Needs attention 

Pupils' attendance is below average. Published information does not explain the positive impact that the school has on improving pupils' attendance. For example, many pupils with poor attendance at their previous schools attend this school more often. Leaders keep a well-considered focus on pupils' attendance and behaviour. Leaders have strengthened their focus on attendance. For instance, they promptly and effectively review and act on information about individual pupils' and groups' attendance. Staff provide well-thought-out support and challenge to families about pupils' attendance. Teachers take thoughtful steps to help pupils, such as those with special educational needs and/or disabilities (SEND), to want to be at this school.

Leaders have established a school in which respect and politeness abound. Pupils know the school rules and follow them. Pupils are confident in the school's effective actions to support behaviour, including to resolve bullying. Leaders and governors do not tolerate unacceptable behaviour, such as harassment or online abuse. Pupils play together positively at breaktimes and lunchtimes. Leaders support staff well to teach pupils to behave. Staff provide positive, helpful support for any pupil with SEND who struggles to manage their own feelings and behaviour. As a result, for example, pupils in the special educational needs unit, 'The Meadows', behave very well.

What it's like to be a pupil at this school

Pupils enjoy learning the school's well-thought-through curriculum. They behave themselves very well in classrooms and in the schools' wider indoor and outdoor areas. Bullying is rare and well managed by leaders and staff. Pupils love the many games that leaders and staff make available for them each day on the playground. Pupils enjoy time that they spend with Luna, the school's therapy dog.

Pupils find that this is a school that welcomes, respects and supports all pupils and families equally. Pupils who may have struggled to settle at other schools make big improvements in their attendance, wellbeing and achievement. This includes those who have been absent from education for a period of time. Leaders take a wide range of well-considered actions to improve the attendance of all pupils at the school. However, it is too soon to see the full impact on the school's published attendance information.

Current pupils at the school know and remember important information that staff teach. This is due to leaders' recent, thoughtful actions to strengthen the quality of teaching. However, it is too soon to see these improvements in nationally published information about pupils' attainment at the school. Pupils with special educational needs and/or disabilities achieve well from their starting points. This includes pupils in both classes in 'The Meadows', which is the school's special educational needs unit.

Pupils feel safe. Some of the most vulnerable pupils at the school flourish for the first time in their education. This is due to the safety that leaders provide and the high-quality relationships and support that pupils receive.

Pupils act responsibly, such as when they hold roles on the school council or promote other pupils' understanding of online safety or love of reading. Pupils attend the many clubs on offer, such as about the wonders of Ancient Greece or about reading or living a healthy life.

Next steps

- Leaders should ensure that recent improvements in teaching and leaders' actions to support staff's teaching expertise continue and result in higher attainment for all pupils.
 - Leaders should further sharpen the objectives and focus of the expenditure of pupil premium funding so it has the maximum impact on disadvantaged pupils' progress through the school curriculum.
 - Leaders should make sure that the school's strengthened actions on improving attendance lead to pupils gaining full benefit from the education that the school provides.
 - Leaders should further enhance the expertise of governors to understand the impact of the school's work to challenge leaders even more effectively.
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About this inspection

The chair of the board of governors in this school is Adrian Herbert.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy and assistant headteachers and a wide range of other school leaders during the inspection. The lead inspector spoke with representatives of the local authority and of the school's governing body. Inspectors spoke with pupils, staff, parents and carers.

This inspection took place on 9 and 10 September 2026.

The inspectors confirmed the following information about the school:

The school includes provision for 20 pupils in a special educational needs unit called 'The Meadows'. The places are commissioned by the local authority. At present, 17 pupils attend the unit in one of two classes. The early years/key stage 1 class is called 'Buttercup', and the key stage 2 class is called 'Clover'. The pupils have an education health and care plan. Their needs are related to communication and interaction, including autism.

The school currently uses no alternative provision.

Lead inspector:

Tim Vaughan, His Majesty's Inspector

Team inspectors:

Elizabeth Travis, Ofsted Inspector

Andrew Marlow, Ofsted Inspector

Amanda Whittingham, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context**Total pupils**

414

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

43.72%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

6.04%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

20.53%

Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	32%	61%	Below
2024/25 (final)	23%	62%	Below
2023/24 (final)	40%	61%	Below
2022/23 (final)	34%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	74%	Below
2024/25 (final)	54%	75%	Below
2023/24 (final)	62%	74%	Below
2022/23 (final)	50%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	72%	Close to average
2024/25 (final)	68%	72%	Close to average
2023/24 (final)	62%	72%	Below
2022/23 (final)	71%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	73%	Below
2024/25 (final)	25%	74%	Below
2023/24 (final)	45%	73%	Below
2022/23 (final)	50%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	30%	46%	Below
2024/25 (final)	33%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	37%	46%	Close to average
2022/23 (final)	21%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	62%	Below
2024/25 (final)	63%	63%	Close to average
2023/24 (final)	59%	62%	Close to average
2022/23 (final)	41%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	59%	Above
2024/25 (final)	81%	59%	Above
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	72%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	60%	Below
2024/25 (final)	33%	61%	Below
2023/24 (final)	41%	59%	Below
2022/23 (final)	41%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	30%	68%	-38 pp
2024/25 (final)	33%	69%	-36 pp
2023/24 (final)	37%	67%	-30 pp
2022/23 (final)	21%	66%	-46 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-25 pp
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	59%	80%	-20 pp
2022/23 (final)	41%	78%	-37 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	78%	-4 pp
2024/25 (final)	81%	78%	3 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	72%	77%	-5 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	39%	80%	-41 pp
2024/25 (final)	33%	81%	-47 pp
2023/24 (final)	41%	79%	-39 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	41%	79%	-38 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.8%	5.2%	Above
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	6.6%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	22.9%	13.0%	Above
2023/24 (3 term)	21.1%	14.6%	Above
2022/23 (3 term)	22.8%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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