

Roe Lee Park Primary School

Inspection report

Unique Reference Number	119127
Local authority	Blackburn with Darwen
Inspection number	379732
Inspection dates	27–28 June 2012
Lead inspector	Michael Blaylock

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	383
Appropriate authority	The governing body
Chair	Anne Taylor
Headteacher	Mark Geldard
Date of previous school inspection	20 January 2009
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Introduction

Inspection team

Michael Blaylock
Kathleen McArthur
Paul Edmondson

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 21 lessons or part lessons, taught by 16 members of staff. Meetings were held with groups of pupils, members of the governing body, subject coordinators, a representative from the local authority, and with the senior leadership team. Inspectors observed the school's work and looked at pupils' workbooks, published analyses of results and the school's own pupil performance data, school improvement planning and documentation in relation to attendance, safeguarding and child protection. Inspectors also analysed 160 questionnaires returned by parents and carers, as well as those completed by pupils and staff.

Information about the school

Roe Lee Park is a larger than average primary school with Early Years Foundation Stage provision of Nursery and Reception classes. The school has a lower than average proportion of girls and the proportion of pupils known to be eligible for free school meals is above average. About two fifths of pupils are of White British heritage, over a quarter are Indian and just less than one quarter are Pakistani. More than half of the pupils speak English as an additional language, much higher than found in most schools. The proportion of pupils supported either by school action plus or with a statement of special educational needs is above average. Extended childcare is provided by an on-site, independent children's centre.

The school has achieved the Investors in People Award, the Arts Mark Silver Award, the Sing Up Gold Award, the Physical Activity Achievement, the Football Association Charter Standard, and has both Healthy Schools Status and Extended Schools Status. It is the lead school in the North East Blackburn Extended Schools cluster. The school meets the government floor standard, which sets the minimum expectations for pupils' attainment and progress.

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

Overall Effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is an outstanding school that teachers and pupils are proud to be part of. They enjoy their work and staff are strongly committed to and successful in helping each pupil to do well and to be the best they can. Roe Lee Park is a cohesive community and an improving school where leaders and teachers have high aspirations and pupils make excellent progress.
- Achievement is outstanding. From low starting points pupils make rapid progress in English, mathematics and across all areas of the curriculum. Attainment at the end of Year 2 is average and is above average by Year 6, although relatively few pupils are currently reaching the highest levels.
- Teaching is excellent and makes learning fun and enjoyable. Teachers plan lessons extremely well. They make skilful use of well-chosen resources to meet the needs of pupils. Pupils respond enthusiastically and enjoy challenges in their work. A focus on the progress pupils make in lessons has contributed to the improving effectiveness of teaching and learning. Occasionally, lessons do not provide the appropriate challenge for those pupils with potential to reach the higher level.
- Behaviour and safety are outstanding. Pupils' exemplary behaviour ensures their attitudes to learning are excellent, resulting in a calm and orderly environment. They show impeccable courtesy and respect to each other, their teachers and visitors. Pupils know that school is a safe place where they have excellent opportunities to thrive and develop. Pupils recognise the importance of attending school, evident in above-average and improving attendance.
- Outstanding leadership and management result in a shared vision and passion among all adults involved with the school to help each child fulfil their potential. The leadership of teaching and management of performance are excellent. As a result, school priorities are accurate. These are succinctly presented and are very well understood by teachers and pupils. Self-evaluation is critical and

challenging, resulting in a school that tries new ideas and rigorously assesses their impact.

What does the school need to do to improve further?

- Raise the number of pupils attaining above-average levels in mathematics and English by:
 - increasing the proportion of teaching that is outstanding through sharing best practice and focusing more on the needs of pupils who have the potential to exceed the level expected for their age.

Main Report

Achievement of pupils

The outstanding achievement of pupils in the school is a consequence of the excellent teaching and learning. Pupils enter the Early Years Foundation Stage with skills that are generally below age-related expectations, some with very low communication skills in speaking English. In previous years attainment on entry has been even lower. Positive relationships and excellent behaviour and attitudes help these youngsters to make rapid progress, particularly in their personal, social and emotional development. Teachers have good knowledge of child development and the needs of the individual children and ensure activities meet their needs and interests. This, along with high-quality, systematic teaching of letters and sounds, helps children to leave the Reception class with skills that are close to expectations.

Pupils make excellent progress throughout Key Stages 1 and 2. Historically, pupils have still been below average at the end of Key Stage 1 but this year's results show that they are now average by the end of Year 2. The impetus for change has been the accelerated progress made by all pupils, including those who are learning English as an additional language. The exceptional support in class from trained assistants and bilingual support mean that they readily integrate with no discernible differences in achievement in Key Stage 2. By the end of Year 6 attainment is above average in both English and mathematics. The proportion securing the higher Level 5 is not as high but is increasing. This is a result of the more able pupils receiving more attention as they move through the school. However, this is not yet fully secure in all classes and some do not always make enough progress.

Disabled pupils, those with special educational needs and the many who are learning through English as an additional language make excellent progress. This is due to focused tracking of individual pupils and the targeted work in class from teachers and support assistants, including bilingual support.

Learning in the classroom is highly effective in response to inspirational teaching. Writing has been a high priority. Strategies specifically targeting writing have been successful and the school's focus on reading has raised attainment in reading as well as contributing to even greater gains in pupils' writing. High-quality teaching of letters and sounds begins in the Early Years Foundation Stage. By the end of Year 2

attainment in reading is broadly average and even the weaker readers are confident users of sounding out and blending methods to read unfamiliar words. Pupils continue to make excellent progress in their reading throughout Key Stage 2 to become discerning readers and attainment is above average by the end of Year 6.

In the questionnaire responses virtually all parents and carers agreed that their child is making good progress in the school and that the school is helping their child develop skills in communication, reading, writing and mathematics.

Quality of teaching

High aspirations and high challenge are characteristic of the outstanding teaching in the school. In lessons observed teaching was consistently good with much that was outstanding. In the very best teaching observed imaginative and creative approaches with attractive relevant resources grabbed the attention and fired the imagination of pupils. Respectful attitudes were evident in speaking and listening, in interactive teaching and in the established use of 'talk partners' to explore ideas. These opportunities are extremely beneficial to pupils learning English as an additional language. Activities were carefully and sensitively prepared to provide appropriate challenge for all learners. This includes excellent provision for disabled pupils and those with special educational needs. Pupils are consequently purposefully engaged and make rapid progress.

Literacy and numeracy are promoted very well across the whole curriculum. As a result, pupils practise their skills in purposeful activities. Setting mathematical word problems in context provided excellent opportunities to read, analyse and extract key information. Further good practice was seen in encouraging pupils to reflect on their methods of working in order to promote both scientific enquiry and mathematical understanding. Effective assessment of work means that pupils know what is expected of them. They know their targets and say that the marking of their work helps them to improve. Pupils enjoy their work and sensibly assess their achievements. Occasionally, pupils who have the potential to reach Level 5 find tasks are either too easy or too hard but, overall, pupils both welcome and thrive on challenge.

Teachers have strong subject knowledge that they share passionately with pupils. The school employs specialist teachers for music, physical education and reading and has brought in sport coaches to support an Olympics week. These additional experiences greatly enhance pupils' spiritual, moral, social and cultural development.

Parents and carers were virtually unanimous in agreeing that their children are taught well. 'Thank you Roe Lee for providing my children with a wonderful education' was one of many appreciative comments.

Behaviour and safety of pupils

Outstanding behaviour is consistently encouraged and promoted throughout the school through excellent classroom management and the instilling and reinforcing of high expectations. A rewards system is highly effective in motivating pupils. Pupils'

excellent behaviour contributes to their learning and achievement consistent with the school motto of 'Free to flourish'. Pupils treat each other with respect and consideration in this culturally diverse yet cohesive and harmonious school. They are polite, courteous, welcoming and eager to learn. Their positive attitudes are summed up in the pupil comment, 'It's the best school that anyone can go to. Everyone is nice and friendly. They make us work hard but it is fun as well.'

Pupils are keenly aware of how to keep safe. They have an in-depth understanding of the different forms of bullying, although instances are rare and quickly dealt with by staff. They are well aware of risks, including when working on computers where the use of an on-screen icon for protection is well understood. Almost all pupils strongly agreed with the statement 'I feel safe when I am in school', a view supported by staff, parents and carers.

Historically, attendance, although improving, has been below average. A high-profile attendance awareness campaign involving pupils, parents and carers has accelerated this improvement and resulted in above-average attendance this year. Parents, carers and pupils are more aware of the importance of every day in school and less likely to take extended holidays during term-time, something that the school will not sanction in Years 2 and 6.

Leadership and management

There is very strong leadership throughout the school with good support and challenge from the governing body. A large senior leadership team meets fortnightly and is highly effective in establishing consistent practice and generating a clear sense of purpose for all staff. Responses to the staff questionnaire indicated very strong agreement that members of staff know what they are trying to achieve as a school and are 'proud to be a member of staff at this school'.

Teaching is accurately monitored by the headteacher and the recently appointed deputy headteacher. The recent sharp focus for lesson observation on pupils' progress in lessons has proved challenging for teachers and has increased reflection on and refinement of their classroom practice. This monitoring links closely to performance management and staff training. The impact is evident in the improving quality of teaching. Self-evaluation is accurate and based on robust monitoring of performance. Priorities are both pertinent and precise. In light of the pupils' excellent progress and sustained improvement the school has excellent capacity to improve.

Members of the governing body are well informed about the school's strengths and areas for development. They ensure safeguarding meets requirements. Governors and leaders promote equality of opportunity most effectively. The school is intolerant of discrimination of any kind. Equality of opportunity is both promoted and modelled, summed up by the comment, 'It's your choice, your destiny.'

Enterprise and flexibility are hallmarks of the rich curriculum. For example, in Years 5 and 6 literacy and numeracy are taught in groups set by ability to ensure pupils' needs are more fully met. Many memorable learning experiences engage and motivate pupils while also extending their key literacy and numeracy skills. The curriculum is inclusive and promotes pupils' spiritual, moral social and cultural

development. Singing and sport are also particularly strong features, with many opportunities to learn new skills both in lessons and extra-curricular activities.

Parents and carers are effusive in their praise for the school. Typical parental comments include: 'The school offers all children the opportunity to strive to achieve their potential'; and 'I commend the excellent standards of the school and would recommend it to all other parents without hesitation.'

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards:	the national minimum expectation of attainment and progression measures
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.



29 June 2012

Dear Pupils

Inspection of Roe Lee Park Primary School, Blackburn, BB1 9RP

Thank you for your warm and enthusiastic welcome when we came to inspect your school. We enjoyed meeting you and are particularly grateful to those of you who talked with us during our visit and helped us to find out as much as we could about your school.

It was clear that you are proud of your school and enjoy being there. We found that Roe Lee Park Primary School is an outstanding school and provides you with many challenges and excellent opportunities to help you thrive and succeed in your education. Your teachers work hard in order to help you to do and to be the very best you can. Your behaviour is excellent and really helps you to make rapid progress, particularly in English and mathematics. You also have rich opportunities to take part in musical and sporting activities. We particularly enjoyed being with you during your Olympic Challenge week.

Your school is an improving school and we have asked your headteacher to help your teachers continue to improve so that more of you reach the higher levels in your work in English and mathematics.

Thank you again for making us so welcome. It was very pleasing to see how your attendance has improved. We are sure that you will continue to work hard and enjoy your time in school.

Yours sincerely

Michael Blaylock
Lead inspector

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