

# Blackburn The Redeemer CE Primary School

Jack Walker Way, Fernhurst Farm, Blackburn, Lancashire, BB2 4JJ

**Inspection dates** 24-25 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils make rapid and sustained progress in all year groups.
- Their attainment by the end of Year 6 in English and mathematics is consistently well above average. This represents outstanding achievement from their skill levels on entry, which are generally those typically expected for their age.
- Much of the teaching is outstanding and never less than consistently good. All teachers have high expectations of what pupils can achieve. They deliver lessons that help pupils to learn exceptionally well.
- Teaching assistants provide high quality support for all pupils.
- Staff model professional standards in all of their work and show high levels of respect and courtesy for pupils and others.
- Pupils' behaviour and their attitudes to learning are exemplary. They say they feel very safe in school at all times.
- Pupils have an excellent understanding of how to keep themselves and others safe.
- Parents are extremely supportive of the school and very appreciative of the care taken of their children.
- The curriculum promotes pupils' spiritual, moral, social and cultural development in an exceptional way. It provides highly positive experiences and rich opportunities for high quality learning.
- The headteacher is an exceptional leader who ensures the pursuit of excellence in all of the school's activities.
- Senior leaders and governors focus relentlessly on improving teaching and learning and lead by example. They have successfully raised pupils' achievement and improved the quality of teaching since the previous inspection.
- There are outstanding procedures for checking how well the school is doing and for identifying areas for development. Action taken to bring about improvement is rigorously assessed to see if it is proving successful.
- The work of leaders has significantly improved attendance over the last year but they know there is more to do.
- The governing body is extremely influential in driving the school forward.
- The school's ability to carry on making improvements is excellent.

## Information about this inspection

- The inspectors observed 24 lessons or parts of lessons taught by 14 teachers. Two of these were joint observations with the headteacher and deputy headteacher.
- Discussions were held with the Chair and vice-chair of the Governing Body, parents, staff, pupils and representatives of the local authority.
- The inspectors observed the school's work and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspectors listened to groups of pupils read.
- Account was taken of the 58 responses to the on-line questionnaire (Parent View) in carrying out the inspection. Account was also taken of the responses the most recent school questionnaire sent to parents to gain their views about its performance.

## Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Allyson Ingall

Additional Inspector

Maria McGary

Additional Inspector

## Full report

### Information about this school

- Blackburn The Redeemer is much larger than the average sized primary school.
- An average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care, those whose parents are in the armed forces and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- Most pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Blackburn The Redeemer is a National Support School. The head is a National Leader of Education. The headteacher and staff are deployed to support schools in challenging circumstances.
- The school has gained a number of national awards, including the Activemark and holds Eco-School status.

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

- Continue to build upon the strengthened links with parents in order to raise pupils' attendance further.

## Inspection judgements

### The achievement of pupils is outstanding

- Pupils' achievement from their skill level on starting school, which are generally those typically expected for their age, is outstanding. They make rapid progress throughout the school and attain standards in English and mathematics that are well-above average by the end of Year 6.
- Attainment in reading is above average at the end of Key Stage 1 and high by the time pupils leave school. This stems from the very strong emphasis placed on developing their skills in using their knowledge of letters and the sounds they make to read unfamiliar words. Pupils read widely, both in school and at home.
- In the Early Years Foundation Stage, children are very keen to learn. They are attentive and show a great deal of enjoyment in all of their activities. This was particularly the case when they appeared to be lost in a world of their own when using the role play area set up as a hairdressers.
- In Years 1 to 6, pupils show much enthusiasm in all aspects of school life. They are eager to succeed and they collaborate very effectively to complete tasks. Pupils get on with their work extremely well and show tenacity when faced with difficulty.
- Pupils write with flair and imagination. This was evident when pupils in Year 5 were writing about the character Abenazer, in the story of Aladdin, from an alternative point of view. Pupils use punctuation, grammar and spelling accurately and take great care with their handwriting.
- In mathematics, pupils have very well developed calculation skills, including rapid mental recall of number facts. They can use these very successfully to solve problems in a variety of real-life situations.
- Pupils are highly adept in the use of information and communication technology. This was evident when pupils in Year 4 were creating an animated story with sound for pupils in Year 1.
- Very effective support is provided to meet the specific needs of disabled pupils and those with special educational needs. Consequently, they make the same outstanding progress as other pupils.
- The funding for pupils eligible for the pupil premium has been used extremely well to raise their attainment and ensure they achieve equally well as other pupils. It has enabled the school to provide individual and small group tuition, led by highly skilled teaching assistants, to improve pupils' literacy and numeracy skills. The attainment of pupils known to be eligible for free school meals is not as high as other pupils in English and mathematics. For example, in the end of year tests in English and mathematics in 2012 there was a gap of two terms. However, because of action taken by leaders this gap is narrowing rapidly.

### The quality of teaching is outstanding

- In the Early Years Foundation Stage, adults work very effectively as a team to provide stimulating activities that successfully meet children's individual needs. There is a very good balance between activities led by adults and those chosen by children.
- In Years 1 to 6, teachers have excellent subject knowledge that enables them to explain and demonstrate new ideas and techniques clearly and confidently. Excellent relationships and the way teachers organise their classrooms help pupils to learn exceptionally well.
- Teachers ask pupils very searching questions to get them thinking and to find out how much they have understood. They have improved their use of feedback and discussion since the previous inspection to ensure they consistently make clear to pupils the next steps in their learning.
- During lessons, teachers are skilled at adapting activities or intervening as necessary to improve learning. They use information about how well pupils have learned very effectively to help them

plan future lessons. They provide pupils with tasks that have more than one possible solution and encourage them to work things out for themselves.

- The school has provided high quality training to extend the skills of teaching assistants. As a result, they are very successful in promoting all pupils' learning. They are particularly effective in supporting disabled pupils, those who have special educational needs and pupils eligible for the pupil premium.
- The proportion of outstanding teaching is high and is typified by pupils being given highly motivating activities that are tailored very effectively to meet their individual needs. One of many examples was in a literacy lesson for pupils in Year 1 in which they made excellent progress in sequencing a story from a different culture, a tale from Kenya.
- Teachers promote pupils' spiritual, moral, social and cultural development in an outstanding manner. They encourage pupils to reflect upon the wonders of the world around them and to think carefully about the consequence of their actions on others. Pupils are provided with many opportunities to work collaboratively and to learn about cultures different to their own.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour in and around school is exemplary and they encourage others to conduct themselves well. Their behaviour plays an important role in their successful learning, ensuring that lessons run smoothly without interruption. Pupils are highly considerate and very supportive of each other in lessons and there is a very welcoming and friendly atmosphere throughout the school.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils have a comprehensive understanding of the different kinds of bullying, such as internet bullying and name calling. They say bullying does not happen but are very confident that staff would deal with it if it did.
- Pupils know how to keep themselves and others safe. They know about the potential dangers associated with roads, railways, water and the use of the internet. The curriculum very effectively promotes pupils' safety awareness, including what to do if approached by a stranger.
- Pupils say they enjoy everything about school and feel very safe at all times. Their attendance has improved significantly over the last year and is broadly average. Pupils arrive on time so that activities can start promptly.
- There are many opportunities for pupils to add to the life of the school by taking on a variety of responsibilities, including being a member of the school council or a house captain. In so doing, they give pupils a say in how the school develops. School councillors have led a variety of initiatives, including, compiling and printing a school newspaper that showcases pupils' achievements.

### **The leadership and management** are outstanding

- The headteacher is highly ambitious for staff and pupils and provides excellent educational direction. All leaders and governors show great determination in driving forward improvements.
- The management of how staff perform, including the training of teachers and other adults, very effectively meets the needs of the school and individual staff. The link between the performance of teachers and their salary progression is strong.
- The excellent procedures for checking the quality of teaching ensure that teachers and other adults sustain the highest standards in lessons.
- Leaders very effectively evaluate how well the school is doing and take robust action to improve any aspect that requires further development. This action is reviewed rigorously to check it is proving successful. Leaders have shown they are very capable of continuing to make

improvements.

- The promotion of equality of opportunity and tackling of discrimination is outstanding. The progress of different groups is checked very carefully to identify if any of them require extra support. Prompt action is taken if such support is necessary.
- The local authority provides light touch support because it has every confidence in the ability of school's leadership to continue improving the school.
- The support that leaders and staff have provided for schools in challenging circumstances has been very successful in helping them to improve.
- Leaders have strengthened links with parents to successfully raise attendance, but know there is more to do.
- The curriculum is exciting, makes pupils interested in learning and promotes their spiritual, moral, social and cultural development extremely well. It is enriched by a wide range of well-attended extra-curricular activities and visits, such as to the Space Museum in Liverpool.
- **The governance of the school:**
  - Governance is outstanding. Governors have an accurate view of the quality of teaching and how the management of performance is used to improve staff expertise, reward good teaching and tackle any underperformance. They take part in regular training and ensure that safeguarding and health and safety requirements are met. Governors manage the budget and premises extremely well to ensure financial stability. They understand the data relating to the school's performance and are strongly involved in driving improvement. The governing body rigorously hold leaders to account for the school's performance, including the way the funding for pupils eligible for the pupil premium is used to raise their achievement.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	133987
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	413265

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	408
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Marshall
<b>Headteacher</b>	Alison Ashworth-Taylor
<b>Date of previous school inspection</b>	24 March 2009
<b>Telephone number</b>	01254 296400
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