

# Blackburn Primary School

Baring Road, Blackburn, Rotherham, South Yorkshire S61 2BU

## Inspection dates

10–11 May 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leaders, and in particular the highly effective headteacher, have worked successfully to improve teaching, and therefore the outcomes of pupils.
- Pupils make good progress in reading, writing and mathematics, as well as in other areas of the curriculum. This is the case for different groups of pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities. However, the level of challenge for the most able is not always strong enough.
- Since the last inspection, the standards pupils reach have improved and are in line with the national average. This means pupils are well prepared for their next stage of learning.
- Pupils conduct themselves well and are proud of their school. They feel well cared for and believe that adults in the school respond to their needs well, including when they are upset or worried.
- Pupils demonstrate positive attitudes to learning, which contributes to the strong progress they make. Pupils are punctual to lessons and their attendance is above average. The curriculum serves pupils well and ensures that they regularly reinforce the key skills of reading, writing, mathematics and oral communication skills. This has led to strong outcomes.
- The curriculum also engages pupils and helps to enhance their spiritual, moral, social and cultural development, as well as their understanding of modern British values.
- Governors are effective in their challenge and support of leaders and have been instrumental in the improvements seen since the last inspection.
- The early years provision is good. Teaching and the curriculum serve children's needs well. However, sometimes opportunities to challenge and entice children to use the reading and writing areas are overlooked.

## Full report

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

- Ensure that leaders secure further improvements in teaching and, therefore, pupils' outcomes, by ensuring that:
  - when teachers check pupils' work in lesson, they offer timely opportunities for pupils, especially the most able, to move on very rapidly and access higher levels of challenge in their work
  - pupils are enabled to work increasingly independently to select work that challenges them and moves their learning on very rapidly
  - teachers have high expectations of the way pupils present their work, so that it is consistently strong across the school.
- Further improve the early years provision, by ensuring that all groups of children regularly access all areas of provision, especially with regard to reading and writing areas.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders, especially the very effective headteacher, have worked well to improve training for teachers. This means that teaching has improved, as have pupils' outcomes, across all areas of the curriculum.
- Leaders regularly monitor the quality of teaching and the impact it has on pupils' progress across different groups of pupils and across the curriculum. Such rigorous monitoring has led to improvements in training and teaching quality as well as pupils' outcomes.
- Appraisal of teachers is done well. Teachers are accountable for the impact they have on pupils' progress and they are given challenging targets to meet. They are also provided with professional development opportunities to meet those targets.
- Leadership for pupils who have special educational needs and/or disabilities is strong. Leaders and teachers understand these pupils' needs well and use a range of initiatives to meet them. This includes strong teaching which takes close consideration of these pupils' learning needs, as well as extra support where necessary, to ensure that these pupils can access the learning and make progress. Additional funding for these is pupils is used to good effect.
- The pupil premium funding received is used well and has a positive impact on the progress and development of the pupils for whom it is intended. Since the last inspection, this aspect of leadership has improved. Funding is used to support disadvantaged pupils in their learning to make good or better progress. It is also used to ensure that they can access the broader curriculum and extra-curricular activities.
- Phonics is well led. Pupils' outcomes are improving consistently and a higher-than-average proportion pass the Year 1 screening check. This means pupils are ready to read from an early age, supporting rapid progress in reading as pupils move up the school.
- The physical education (PE) and sports premium is used well to ensure that there is a wide variety of sports available during PE and in after-school clubs. Pupils say that access to different sports has meant that more pupils feel there is a sport for them, which they enjoy and in which they can do well. They also like the increased opportunities to take part in sporting competitions within school.
- The school has very positive relationships with its parents, the very large majority of whom believe their child is happy and safe. Some parents travel a particularly long way to get to the school, because of the strong provision it offers. Parents believe their children are making good progress and are well cared for in the school. They can also recognise the real improvements in the school since the last inspection.
- The curriculum is broad and balanced and engages pupils well. As such, pupils participate enthusiastically in all subjects, which contributes to their strong progress. Reading, writing and mathematics, as well as pupils' oral communication skills, are regularly reinforced across the curriculum.
- The curriculum also offers regular opportunities for pupils to enhance their spiritual,

moral, social and cultural development, as well as their understanding of modern British values. A breadth of topics linked to a range of subjects, such as history, geography and science provide the backdrop to the curriculum. Within each area, there are opportunities for pupils to go on trips, or to welcome visitors into school, as well as reinforce their learning in reading, writing and mathematics. This means that since the last inspection, pupils' understanding of different faiths and lifestyle choices, for example, is much improved. Pupils demonstrate sensitivity and real interest in learning about life beyond their own understanding.

- The local authority has provided strong support to the school in recent years. It has worked effectively with governors and leaders in school to ensure that bespoke training has been in place to support improvements. They have also signposted strong links with other schools for leaders to benefit from strong work in the local area which they have adapted positively for the school.

### **Governance of the school**

- Governance is good in the school and this represents an improvement since the last inspection. Governors work positively with leaders but also challenge leaders to ensure that the school is doing its best for its pupils. Since the last inspection, governors have undergone training to make necessary improvements and this has affected positive change in governance.
- Governors have a clear understanding of their role and how to support leaders. They understand the assessment information they are given and know how to make checks to verify its accuracy. Governors also use the appraisal system to support accountability of teachers, which has improved training and the quality of teaching as well as outcomes.

### **Safeguarding**

- The arrangements for safeguarding are effective. All policies, protocols and systems are well understood by leaders and teachers, as well as governors. These are reviewed and updated regularly in line with statutory requirements. The school works with several external agencies to ensure that pupils' varied needs are met with regard to their safety. They also provide key information to parents and pupils to ensure that they understand how to keep pupils safe in school and what to do if they have a concern.

### **Quality of teaching, learning and assessment**

**Good**

- Teaching is good. This means that the pupils make good progress in different areas of the curriculum. It also means that a high proportion of pupils are now reaching the expected standards of reading, writing and mathematics, with an increasing proportion moving beyond the expected standards. Different groups of pupils are taught well, including those who have special educational needs and/or disabilities and disadvantaged pupils.
- Assessment of pupils is strong. It is regular and accurate and is used well by leaders

and teachers to support pupils in lessons and with additional provision, where necessary. Teachers question pupils well and this helps them to assess how well pupils understand their learning, and provides pupils with regular opportunities to articulate what they are doing and how they can approach their learning.

- Teachers also check pupils' understanding and depth of learning by marking books. These checks often lead to teachers providing pupils with feedback. This helps pupils to make key and timely improvements to their work, which contributes to good progress.
- At times, despite the regular checks, the most able pupils are not given work that challenges them as well as other groups of pupils. At times, these pupils are asked to start at the same point as other pupils, when they could be given more complex or harder work from the start. This means their learning time is not used as efficiently as it could be.
- There are opportunities for pupils to reflect on their learning and this means they understand what they are doing well and where they need to improve. However, teachers do not always give pupils the chance to move their learning on more rapidly when they feel ready to challenge themselves.
- Teaching assistants are directed well by teachers and they take initiative well. Like teachers, they understand the pupils' needs and use this knowledge to support learners where necessary.
- Teaching of reading is good. This has been a particular focus this year, especially around the improvements of pupils' ability to infer and deduce from their reading texts. As a result, these skills have improved across the school. Furthermore, due to the work in school to widen pupils' knowledge of different genres and authors, pupils are well read and demonstrate a passion for reading. This is also supporting improvements in the standards they reach in reading.
- Teaching in mathematics is particularly strong. It is highly engaging and pupils often report it is their favourite subject. They have regular opportunities to reinforce their basic skills and to practise these through word problems and through activities which resemble real-life situations. Over time, pupils work very hard and at a fast pace, thus supporting good progress.
- Writing is well taught. Pupils write regularly and in a variety of topics. A lot of their work is displayed, showcasing pupils' strengths which other pupils also use to develop their own skills. Again, the engaging curriculum ensures that pupils are keen to write, which supports good progress and development in this area.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are safe in school and report that they feel safe because adults are always around and take time to listen to them or talk with them.
- There are many events and assemblies, as well as work in lessons, which the school uses to promote safety, which the pupils report are very helpful. These support pupils'

understanding around road safety, bullying concerns and e-safety. Pupils know what to do if they are worried about anything, including how to report issues if they are outside of school.

- There is little bullying, according to pupils and parents, and the school's records confirm this. This is because any issues are dealt with effectively and quickly by adults in school. In addition, the school promotes values of respect and tolerance well and this helps pupils to understand how to work positively with different people from any background.
- Pupils' attitudes to learning are strong and they are keen to do well, which contributes to the good progress they make. For example, they take teachers' advice when provided on how to make improvements and use this advice well. Mostly, pupils present their work neatly. However, at times, pupils' presentation is not good enough and can be inconsistent in its quality.
- Pupils are proud of their school and feel they have fun when learning and are given good support to make their work better. They take a pride in their appearance and take care of their learning environment.
- Classrooms are well organised and tidy.
- The pupils know how to keep themselves fit and healthy. Many opt to have a school meal because they are tasty and healthy. The sport they do also gives them an understanding of the importance of and enjoyment that comes from keeping fit.

## **Behaviour**

- The behaviour of pupils is good.
- Pupils' conduct is good and pupils need few reminders about how to behave. Around school, pupils are calm and purposeful. Pupils regularly play with older and younger pupils harmoniously.
- Pupils demonstrate kindness and consideration to each other and to all adults at all times. This is because they value their school experience and understand the importance of respect and tolerance.
- There are very few serious incidents and few minor incidents. Where these occur, they are dealt with effectively, meaning pupils do not repeatedly misbehave. Any sanctions implemented are followed with opportunities for pupils to reflect on their choices, which helps prevent future incidents.
- Attendance is above average and this has been the case since the last inspection. In addition, attendance of different groups of pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, is above average and the gaps between the different groups of pupils' attendance is a lot closer than that seen nationally.

## **Outcomes for pupils**

**Good**

- From their starting points, pupils make good progress in school. This is the case across

all subject areas, including reading, writing and mathematics. By Year 6, the proportion of pupils reaching the expected level in the key areas is in line with or above the national average. The proportion who exceed this standard is improving. As a result, pupils are now well prepared for their next stage of learning.

- Disadvantaged pupils now make good progress and the gaps between these pupils and their peers in school and nationally have diminished rapidly in recent months. This means that a high proportion of these pupils reach the expected standard in reading, writing and mathematics, as well as other subjects, and an increasing proportion exceed this standard.
- Pupils who have special educational needs and/or disabilities do well. From their starting points, their needs are well considered which helps them to make good progress.
- The most able pupils do not always make good progress and there are missed opportunities to challenge them fully. At times, they are given work which is too easy, or they are not moved on when they are ready. This means they do not always access the very highest levels of learning across all subjects and this can inhibit their progress.
- Progress in the broader curriculum, such as in history, geography and science, is good. Pupils learn about different topics where many subject areas and skills are incorporated. This contributes to the good progress they make.
- Reading outcomes are good. This is because of a focused effort to engage pupils well in different genres of reading and to understand the more complex skills. This concerted effort means that pupils read more widely and more often. As a result, pupils reach a good standard and make good progress.
- Writing outcomes are good. Pupils write often, and in a variety of genres, across a range of topics. This means that pupils enjoy writing and they use the techniques taught to make it more ambitious. This contributes to pupils' strong outcomes.
- Mathematics outcomes are good. Pupils secure their basic skills with regular reinforcement of these and by using them in varied, relevant ways, for example by working on problem-solving. They also reinforce their skills in different subject areas, which supports the strong progress pupils make.

## Early years provision

**Good**

- Overall, children arrive into the Nursery and Reception with levels of development below what is typical for their age. This is particularly the case in reading, writing, mathematics and in their speech and language.
- From their starting points, children make good progress with the majority of children leaving Reception with good levels of development, meaning that they are well prepared for Year 1.
- Teaching is good. Teachers, and other adults, assess children's development well and use this to plan the curriculum, which is well planned and uses the indoor and outdoor setting effectively. In turn, this means children are highly engaged and they clearly enjoy their learning, thus demonstrating positive attitudes to learning and conduct.
- Adults know children's needs well and this means that they question and support

children well within the setting. However, at times, where a small minority of children opt not to use the reading and writing areas within the setting, adults sometimes miss opportunities to challenge and entice children to use these areas.

- Leaders in the setting and school have worked well to ensure that the indoor and outdoor areas are engaging and that teaching responds to children's needs. They have also ensured that adults are all well trained in using the assessment system so that it is both accurate and used to inform next steps in children's learning.
- Leaders and teachers engage well with parents who are pleased with the provision. They report that they are kept well informed and that their children are happy and feel safe. They report that the school has worked particularly effectively in making their children feel welcome, which has helped them to settle quickly and to engage them in their learning.
- Safeguarding arrangements in the early years are effective so that children are safe. In addition, this is supported by the day-to-day routines in place, which children understand and to which they adhere. This helps them to keep safe, as well as to feel safe.



## School details

Unique reference number	106834
Local authority	Rotherham
Inspection number	10031960

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	Local authority
Chair	Caroline Birkinshaw
Headteacher	Jane Sanderson
Telephone number	01709 740 412
Website	<a href="http://www.blackburnprimaryschool.org.uk">www.blackburnprimaryschool.org.uk</a>
Email address	<a href="mailto:blackburn.primary@rotherham.gov.uk">blackburn.primary@rotherham.gov.uk</a>
Date of previous inspection	25–26 March 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a larger-than-average-sized primary school.
- Most pupils are of White British heritage.
- A lower-than-average proportion of pupils is disadvantaged.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- Children enter the school in Nursery on a part-time basis and move into Reception on a full-time basis.
- The school is organised into 11 classes, some of which are mixed-age classes.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics

by the end of Year 6.

## Information about this inspection

- Inspectors observed learning in a range of lessons and through a scrutiny of work in pupils' books.
- Inspectors observed and spoke with pupils during lessons and at breaktime. They also met formally with groups of pupils from Year 1 to Year 6. In addition, they spoke with pupils informally during lessons and at breaktime and lunchtime.
- Inspectors listened to some pupils read from Year 2 and Year 6.
- Meetings were held with senior and middle leaders. Meetings also took place with members of the governing body and a representative from the local authority.
- Inspectors observed the school's work and looked at pupils' work and a range of documents, including the school's arrangements for safeguarding, performance management procedures and pupils' attendance data. Information about pupils' progress and attainment was also examined.
- Inspectors considered 35 parental responses to Ofsted's online questionnaire, Parent View, and spoke with parents as they brought their children to school.

## Inspection team

Fiona McNally, lead inspector	Ofsted Inspector
Peter Heaton	Ofsted Inspector
Chris Cook	Ofsted Inspector

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