

Inspection of Blackburn the Redeemer C of E Primary

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

Inspection dates:	17 and 18 December 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since April 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils flourish at this exceptional school. This is driven by the high levels of ambition the school has for pupils, including those with special educational needs and/or disabilities (SEND). The school helps pupils face challenges, build resilience and become self-confident. Pupils embody these qualities through their approach to learning. Many of them, including pupils with SEND, achieve extremely well across the curriculum.

The school has incredibly high expectations of pupils' behaviour. Adults are positive role models who inspire pupils to make the right choices. Pupils demonstrate excellent attitudes to learning from the start of their time in Reception. Across the school, behaviour is impeccable and learning is rarely interrupted. Pupils are caring, considerate and show great empathy towards others.

The school is active in helping others in the local community. Pupils play a pivotal role in this. For example, pupils visit residents of a local care home and welcome them into school for events such as the school nativity play. This helps pupils to understand friendship and compassion towards others.

Pupils thrive through the strong relationships they have with staff. They trust that staff will help them with any concerns or worries. This helps pupils to feel happy and safe in school.

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

The school has designed a highly ambitious curriculum that enables pupils, including those with SEND, to be extremely successful. The school works hard to ensure that the curriculum evolves and responds to the changing needs of the pupils. From the moment that children join the Reception Year, they benefit from an aspirational and a meticulously designed curriculum.

Within the school, a number of teachers are specialists in their subjects. This expertise ensures that staff receive high-quality training. This enables staff to teach the curriculum with considerable skill. Teachers promptly identify and address any gaps in pupils' knowledge. They design highly effective activities that connect learning and deepen pupils' knowledge across many subjects.

Effective systems identify the needs of pupils with SEND. The school supports pupils with SEND to fully access the curriculum. By the end of Year 6, pupils, including those with SEND, have an exceptional level of knowledge that stands them in great stead for secondary school.

Children in the Reception Year and pupils across key stage 1 get off to a flying start with reading. Expert staff deliver the phonics programme with great skill. Pupils quickly learn sounds and the letters they represent. Staff provide direct support for those pupils who need it. This ensures that these pupils keep up with their peers. Parents and carers appreciate the resources and workshops that the school provides to help them support

their children's phonics learning at home. Pupils read books that are well matched to their knowledge. Many pupils are fluent readers by the end of Year 2. This ensures they experience success when reading across the curriculum and benefit from the pleasure that comes from reading a good book.

Children in the early years follow established routines quickly. They learn cooperatively alongside one another. Older pupils are excellent role models for their younger peers. The school is a calm and purposeful place, where pupils are immersed in their learning. There are very effective systems and processes in place that ensure pupils attend school regularly. This means that pupils benefit greatly from the outstanding quality of education that the school provides.

The school offers an exemplary range of opportunities that enhance pupils' personal development. The school ensures that disadvantaged pupils benefit from the extensive range of clubs that it provides. These include archery, creative writing and baking. Pupils have a depth of understanding around healthy relationships. They know how to keep themselves safe online. Pupils engage in a range of activities that bring the fundamental British values to life, such as democracy week.

Governors are highly effective in checking how well the school operates at all levels. They have an unrelenting focus on the quality of education and a journey of continuous improvement. They make a tangible contribution to giving pupils the best possible start.

Staff have a high regard for the priority the school places on their well-being and training. This provides them with the confidence to adopt teaching approaches that get the very best from pupils.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used

for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked-after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	133987
Local authority	Blackburn with Darwen
Inspection number	10321404
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair of governing body	Charlotte Carter
Headteacher	Mark Power
Website	www.theredeemercep.co.uk
Date of previous inspection	24 and 25 April 2013, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England primary school in the Diocese of Blackburn. The previous section 48 inspection took place in December 2018. The next section 48 inspection is due to take place by the end of 2025.
- The governing body operates a breakfast club.
- The school makes use of one registered alternative provision.
- The headteacher is also the executive headteacher of one other federated primary school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- The inspectors completed deep dives in the following subjects: early reading, mathematics, physical education, art and design and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- The inspectors also looked at the curriculum and pupils’ work in some other subjects. The lead inspector observed some pupils read to a familiar adult.
- The inspectors spoke with the headteacher, other school leaders and members of staff.
- The lead inspector spoke with members of the governing body, including the chair of governors. He also spoke with representatives of the local authority and the diocese.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They also considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors observed pupils’ behaviour in lessons. They spoke with groups of pupils about their experiences at school. They also considered the views of pupils shared through Ofsted’s online pupil survey.
- Inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted’s online staff survey.
- Inspectors spoke with some parents. They considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector	His Majesty’s Inspector
Jonny Foster-Carr	Ofsted Inspector
Clare Baron	Ofsted Inspector
Angela Sweeting	Ofsted Inspector

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