



Griffin Park Primary School

Inspection report

Unique Reference Number 119116
LEA Blackburn with Darwen

Inspection number 274825
Inspection dates 26 – 27 April 2005
Reporting inspector Fran Gillam

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Cavendish Place
School category	Community		Blackburn
Age range of pupils	3 – 11 years		Lancashire BB2 2PN
Gender of pupils	Mixed	Telephone number	01254 57724
Number on roll	262	Fax number	01254 264520
Appropriate authority	The governing body	Chair of governors	Mr Alan Barnes
Date of previous inspection	September 1999	Headteacher	Mr Craig Ward

Age group	Published	Reference no.
3 – 11 years	May 2005	274825

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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Griffin Park School and of the local education authority.

The inspection was carried out by two additional inspectors.

Description of the school

Griffin Park School is an average sized primary school situated close to Blackburn town centre. There is an above average percentage of pupils entitled to free school meals. The school has a lower than average percentage of pupils with special educational needs. This group of pupils mainly has difficulties with learning. Most pupils are from White British backgrounds; six percent of pupils are from Asian backgrounds, all of these pupils speak English.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Griffin Park is a good school, where pupils from the nursery to Year 6 are both cared for and stimulated to work hard and enjoy their work. Standards are average, but this represents good achievement for the school, and substantial progress for most pupils. The teaching challenges pupils and captures their interest. The school ensures all aspects of the well-being of pupils in and out of the classroom. It is well run and well placed to improve further. In order to do so, it needs to improve the tracking of progress from one year to the next.

Children in the nursery and reception class have an exciting curriculum which provides good opportunities for them to explore and find things out. Coupled with the good teaching, this ensures children get off to a good start.

Grade: 2

What the school should do to improve further

- The headteacher and senior managers should monitor the strengths and weaknesses of teaching and learning more effectively to get a clearer view of pupils' progress from one year to the next.

Achievement and standards

From the below average attainment when children start school, pupils in general make good progress and overall standards are average by Year 6.

Over time the school's standards have been improving at a faster rate than in other schools. The greatest progress has been in English and mathematics, where last year pupils in Year 6 made very good progress. By comparison, science has lagged behind, although pupils generally make adequate progress in the subject. The school is aware of the more erratic results in science. It has linked this to pupils' skills of investigation and experimentation and has taken suitable action to support teaching and improve learning.

Griffin Park pupils do better in the national tests for 11 year olds when compared with similar schools. The school sets challenging targets and the staff work well together to help pupils achieve them. Expectations are high. As a result the school does much better in the national tests than similar schools.

Pupils with special educational needs have well-focused teaching, which builds their confidence and helps them to do well.

Grade: 2

Personal development and well-being

The pupils are very happy and enjoy coming to school. Their excellent behaviour and regular attendance reflects their enjoyment of what the school has on offer. There is nothing they would like to see changed in their school and there is very much that they like!

The pupils feel valued, listened to and that their views are taken into account. This helps build confidence and develops in them an understanding of how to treat others. Adults set high standards of respect, consideration and care for others. Pupils reflect these values in their relationships in the classroom and in the playground. Through taking responsibility for tasks in the classroom and around school they learn teamwork and act sensibly. Their enthusiasm in lessons shows in their industrious work rate and attention to what is being taught. They have happily embraced the decision only to have fruit and vegetables at snack time because they know how important a healthy diet is to a healthy lifestyle. Running the Fruit Shop gives pupils insight to managing resources, and raising money for charitable events helps them to contribute successfully to their community. The school evaluates the pupils' personal development as good; it is better than this and is clearly outstanding. The school has been too modest of its achievements in this area.

Grade: 1

Quality of provision

Teaching and learning

Pupils work hard and respond positively in lessons. This is because lessons stimulate their interest and provide opportunities for pupils to work at a pace suitable to their needs. Support for pupils who sometimes struggle with their work is well focused. Teachers break the learning down into bite-sized chunks and adults work alongside the children to explain things when they have difficulties. The school identifies at an early stage pupils with special educational needs and assesses accurately what is needed to help these pupils move on. Teachers use a range of assessments to gauge how well pupils are doing. The school recognises that these need to be streamlined to improve the tracking of pupils' progress.

Pupils enjoy working to targets, which teachers provide in reading and writing. For many pupils, target setting gives direction and useful reminders of what they need to think about before starting their work. As a result, in most subjects, pupils have a strong sense of how well they are doing and what they need to do to improve. However, in science, all pupils sometimes have the

same task to do. This does not allow the more able pupils to really show what they can do and slows their progress. However, most other activities match pupils' abilities and this contributes effectively to the good progress they make overall.

Grade: 2

Curriculum and other activities

The school offers a broad range of exciting and worthwhile activities in and outside lessons, which the pupils enjoy. These activities promote pupils' learning, health and well being successfully. The curriculum is better than at the time of the last inspection and evidence supports the school's view that its curriculum is good. The school does well in adapting the curriculum to meet the specific needs of its pupils. For instance, taking pupils on visits to places very different from where they live to develop geographical knowledge and to support social development and in nurturing boys' love of learning through visits to the local football team's learning centre. Attention to healthy living and road safety are just two of the ways in which the school helps pupils to learn how to look after themselves.

Grade: 2

Care, guidance and support

The school says that it takes good care of its pupils and the inspectors agree. Pupils feel that they are treated fairly and that there is always someone they can turn to if in need. Working closely with outside organisations, the school brings in support for pupils and their families. Well founded and understood procedures contribute to a climate where pupils are protected and supported. As a result, pupils say they feel safe and well looked after. Pupils are guided to work hard and behave well through gentle but firm reminders of what is expected. This has a significant impact on their progress and their attention in lessons.

Grade: 2

Leadership and management

The leadership and management of the school are good and this reflects the school's evaluation of this area.

The headteacher successfully promotes a shared sense of direction and responsibility. There is a strong emphasis on ensuring that all pupils succeed and that all pupils can benefit from what the school has to offer. The school makes good use of expert help from outside to support pupils' learning and to promote their well-being.

The headteacher ensures that subject leaders monitor and develop their subjects and identify priorities for improvement. These priorities feed successfully into the school's plan for development. The action leading from the priorities is effective in speeding pupils' progress.

Governors are fully involved in the life of the school. They play an active role in financial planning and the efficient use of resources. The headteacher carefully evaluates the impact of spending decisions but governors could be more involved in this to ensure they are really getting value for money from the decisions that are made.

There is a range of ways in which senior managers evaluate the school's performance including seeking the views of parents and pupils and use is made of the data from test results to raise questions that lead to improvement. Teachers gather a great deal of information about pupils. At present, this information is not compiled and analysed rigorously enough to provide a clear overview of pupils' progress from one year to the next. Judgements made by individual teachers are not consistent and there is no moderation by senior managers. This makes it difficult to check the accuracy of assessments, the quality of teaching and to monitor if pupils are making good progress and on course to reach the targets set for them. In addition, the regular monitoring of teaching does not always provide teachers with a view of what can be improved. The school recognises the necessity to have a more robust system for tracking pupils' progress to evaluate more effectively the quality of provision. It is well placed to improve further.

Grade: 2

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INSPECTION JUDGEMENTS

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	*2	*
How well does the school work in partnership with others to promote learners' well-being?	2	
The quality and standards in the Foundation Stage	*2	
The effectiveness of the school's self-evaluation	3	
The capacity to make any necessary improvements	Y	Y/N
Effective steps have been taken to promote improvement since the last inspection	Y	Y/N

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	*2	
The <i>standards</i> reached by learners	3	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	2	
How well learners with learning difficulties and disabilities make progress	2	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	*1	
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community.	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	*2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	*2	

Annex A

How well are learners cared for, guided and supported?	*2	
How well does the provision promote the well-being of learners?	*2	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	*2	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Y	Y/N

The extent to which schools enable learners to be healthy	Yes/No/NA
Learners are encouraged and enabled to take regular exercise	Y
Learners are discouraged from smoking and substance abuse	Y
Learners are taught about sexual health risks	N/A
Learners are encouraged and enabled to eat and drink healthily	Y
The extent to which providers ensure that learners stay safe.	Yes/No/NA
Procedures for Child Protection meet the requirements of <i>Working Together to Safeguard Children</i>	Y
Learners are taught about key risks and how to deal with them	Y
How well learners enjoy and achieve	Yes/No/NA
Support is given to learners with poor behaviour and attendance	Y
Learners' personal and academic development are monitored	Y
The extent to which learners make a positive contribution	Yes/No/NA
Learners are helped to develop stable, positive relationships	Y
Learners, individually and collectively, are consulted when key decisions affecting them have to be made and their views are listened to	Y
Action is taken to reduce anti-social behaviour, such as bullying and racism	Y

Annex A

The extent to which schools enable learners to achieve economic well-being	Yes/No/NA
There is provision to promote learners' basic skills	Y
Learners have opportunities to develop their enterprise and financial skills, and work in teams	N/A
Education and training for all learners in 14-19 is co-ordinated to give experience of work based learning	N/A

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Griffin Park Primary School
Cavendish Place
Blackburn
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28 April 2005

Dear Children

Mr Bamber and I really enjoyed our visit to your school. We want to thank you for being so friendly and for talking to us about all the things you like to do. You had so many interesting things to say.

We would like to tell you what we thought of your school. Just as you told us, Griffin Park is a good school.

- All the teachers and adults in the school care for you and want you to do well.
- Your teachers do a good job of making lessons fun and making sure you work hard.
- Your behaviour is excellent.
- You are taught many good things, especially about how to keep fit and healthy and you all do well in English and mathematics.
- We were very pleased to see how many chances you have to take part in clubs and activities after school. You all say how much you enjoy them.
- There are many good things happening in your school.
- To help to make sure you always have the chance to do your very best we have asked your headteacher to check more closely how well you are doing.

Yours sincerely

Fran Gillam
Lead inspector