



# Roe Lee Park Primary School

## Inspection Report

**Unique Reference Number** 119127  
**LEA** Blackburn with Darwen  
**Inspection number** 280468  
**Inspection dates** 28 September 2005 to 29 September 2005  
**Reporting inspector** Eric Jackson

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

<b>Type of school</b>	Primary	<b>School address</b>	Emerald Avenue
<b>School category</b>	Community		Blackburn
<b>Age range of pupils</b>	3 to 11		Lancashire, BB1 9RP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01254 56297
<b>Number on roll</b>	374	<b>Fax number</b>	01254 694034
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr R Whittle
<b>Date of previous inspection</b>	1 January 2001	<b>Headteacher</b>	Mrs G Lees

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 28 September 2005 - 29 September 2005	<b>Inspection number</b> 280468
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Roe Lee Park is a larger than average primary school on the fringe of a large housing estate to the north of Blackburn. It also buses about a third of its children from the town centre. There is a 52 place nursery serving this school and two others locally. The school has been improved well by the recent additions of a new entrance, purpose-built reception classes and a library. Another new building accommodates extended provision in partnership with a private company. About half the 374 children on roll are from minority ethnic groups, mainly of Pakistani or Indian heritage. About 35% of these children learn English as an additional language, well above the national average. The area served by the school is mixed, but includes wards that have the highest social and economic disadvantage in the country. Approximately one third of the children are eligible for free school meals. A higher than average proportion of the children has learning difficulties and/or disabilities. The school has gained many awards, including Healthy School, Healthy Eating, Investors in People, ECO school status, Excellence Centre for Music, and an Achievement Award for improved standards in 2003.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Almost all parents and children state strongly that this is a good school. Inspection findings support their and the school's view that this is, indeed, a good school. It has some outstanding features, but has headroom for further improvement. The staff and governors use the good resources wisely, and the school gives good value for money. Its facilities are used efficiently to provide a well-rounded education, where children's personal development is excellent. The school has improved well since its last inspection, and is very well placed to continue to improve.

The headteacher is the inspiration for the school's very good atmosphere for learning. She sets high expectations for the staff and children and gives them confidence in their ability to achieve. She is well supported by other key staff and an effective governing body. They provide a safe and healthy school, where children get the help they need and enjoy their learning.

The children respond extremely well to the high expectations of the head and the staff. They behave very well and develop good attitudes to their schoolwork. This is because the care provided by all the staff is excellent, and teaching is consistently good. However, the staff do not yet use what they know about children's progress effectively enough in planning new work. Whilst the children have shared targets for their learning, they are not yet helped sufficiently to understand how they can check that they are meeting them. There are active plans in place already to address these issues.

Provision for children in the nursery and reception classes is good, and new parents say that they are very pleased with the way their children have settled in. The children make good progress from starting points which are sometimes low. They achieve results which are a real success for themselves and for the school. Children's achievement is good.

### What the school should do to improve further

- Use assessment information more effectively in planning new tasks and activities for children at different stages of learning.
- Teach the children how to assess their own learning, and to understand what they need to do to improve towards agreed learning goals.

## Achievement and standards

### Grade: 2

Achievement is good across the school, confirming the school's view. Standards have risen steadily in national tests in English, mathematics and science at the end of Year 6 to be close to the national average in 2005. Boys in particular did very well, as did all the bilingual children. This is a great credit to all the children and the school, and a good improvement since the last inspection, especially in mathematics. These results compare very well with those in similar schools. Although results for Year 6 girls fell

last year, they actually represented good progress from entry, as an unusually high proportion of the girls had learning difficulties. The highest attaining pupil was in fact a bilingual girl of Asian heritage.

Children enter the nursery with varied levels of skills, but a significant number are below average levels at entry. They make good progress. A significant number of those who then join this school in reception have language skills which are well below average, and poorly developed social skills. The children make good progress and achieve well in reception but, nevertheless, many enter Year 1 with below average skills.

By the end of Year 2, most children have learned the basic skills that equip them to profit from the learning opportunities in the junior classes. In 2005, however, results in national tests in reading, writing and mathematics were much lower than usual and well below average nationally. This group of children had very low levels of attainment in many areas and many of them had learning difficulties, particularly in language. As a result of special learning support initiatives, many of these children made better progress than expected, but they still attained results which were well below average levels in the tests.

Those children with learning difficulties and/or disabilities, and those learning English as an additional language make good progress as a result of very good support.

## **Personal development and well-being**

### **Grade: 1**

The staff are conscientious in ensuring that vulnerable children are cared for very well. They liaise very well with support agencies to help these children.

Children's personal development is outstanding. It has improved well since the last inspection, better even than in the school's own view. The children respond extremely well to the school's welcoming atmosphere. They talk enthusiastically about how they enjoy what the school has to offer. One boy said, 'This is the best school in the world!' The children's spiritual development is excellent, developed superbly by the staff through wonderful assemblies, high quality musical and arts provision, and thoughtful and challenging personal, social, health and religious education. Moral, social and cultural development is very good. The children are really proud of their contribution to the school community. Through the work of the Class and School Councils they become very aware of how to become good citizens.

Behaviour is outstanding. The children work and play very well together and willingly take on responsibility, showing respect for each other and their school. They also have a very well developed understanding of safe and healthy lifestyles and know the value of exercise. One girl reminded a boy that there are less burgers on the lunch menu now because this is a healthy eating school, and that this was good for him. The school has strong links with business partners; this prepares the pupils well for the next stages of education and the world of work.

Although below the national average as a result of extended holidays, attendance is good for the great majority of pupils.

## Quality of provision

### Teaching and learning

#### Grade: 2

Inspection findings confirm the parents' and school's view that teaching and learning are good. The children say that the teachers make their lessons interesting so that they are keen to learn. They particularly like the many practical activities and first-hand experiences such as mathematical games, sports, and the exciting activities during themed weeks, such as Africa Week, and Arts Week.

Teachers and the skilled support staff have high expectations of the children's behaviour and work rate. Because the quality of relationships is so good throughout the school, the children respond very well, and develop high self-esteem from the effective encouragement they receive. Support for those children learning English as an additional language is very good. For example, a multilingual support worker told a group of enthralled Year 1 children a story in three languages at once.

Good introductions to lessons, skilled question and answer sessions and whole class circle time discussions help to develop children's speaking and listening skills well. However, the staff do not always use the information gathered from observing, marking and assessing children's work effectively enough to plan new learning for them that builds directly on what they already know and can do. Similarly, children are not always clear about how to apply their learning targets to their work because they are not sufficiently involved in assessing their own progress.

### Curriculum and other activities

#### Grade: 2

The inspection confirms the school's view that it provides an interesting and varied curriculum. It is very well enriched by a range of activities and clubs after school. These include golf training and French. There is also good extended provision of before and after school care made in partnership with a private provider. Music is particularly strong, contributing very well to the quality of the curriculum – such clear and powerful singing in assembly!

In the nursery and reception classes there is a good emphasis on practical activities that help children by engaging their interest well. There is also a good concentration on speaking and listening which particularly helps those children learning English as an additional language.

Children are encouraged to work in pairs and teams. This helps them to collaborate effectively across the school. The emphasis on personal, social, health and citizenship education works well in promoting children's understanding of safe and healthy lifestyles.

## Care, guidance and support

### Grade: 2

The school provides an outstanding level of care for the children. This confirms the school's and parents' views. Support and guidance are good. The children say that they feel safe, secure and valued. They know where to turn if they have any worries or concerns. Parents also value the school's openness highly. All statutory procedures to protect the children are strongly in place. However, as previously reported, children are not always clear enough about what they need to do to improve their academic work.

## Leadership and management

### Grade: 2

Leadership and management are both good, confirming the school's and parents' views. The headteacher's leadership is excellent. She sets the tone for the school, and has the highest aspirations for the children in all aspects of their education. She has a very clear view of what the school needs to do to improve, and has already set about improving those aspects of the school found by the inspection to be the most important. The recently appointed deputy headteacher has a particular responsibility to lead the staff in better use of the assessment of the children's progress, and to involve the children more directly in the process.

Other staff and governors contribute well to overall leadership and management. They share the headteacher's high aspirations, and work together effectively to provide the experiences for the children that help them make good progress in their learning. They ensure that the promotion of inclusion and equality of opportunity is excellent. They also contribute effectively to school self-evaluation. The school's view of itself is in line with inspection findings. The school improvement plan is developed as part of a process of continuous evaluation. It is a good instrument which identifies priorities accurately in order to continue to improve standards and the quality of education. The weaknesses at the time of the last inspection have been dealt with very effectively.

Parents and children are very happy with the way the school consults with them. The children feel that the Class and School Councils give them a voice that is heard and acted on by the staff. They also value the responsibility they are given to act on some of their suggestions themselves, for example, by raising money to choose and buy more classroom games.

- Grade: 2

Document reference number: HMI 2507 July 2005 Document reference number: HMI 2507 July 2005

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

ACHIEVEMENT AND STANDARDS

PERSONAL DEVELOPMENT AND WELL-BEING

THE QUALITY OF PROVISION

LEADERSHIP AND MANAGEMENT

Annex A Annex A

Roe Lee Park Primary School

Emerald Avenue

Blackburn

Lancashire

BB1 9RP

30 September 2005

Dear Children,

Mrs Davenport, Mrs Herring and myself would like to thank you for the welcome you gave us when we visited your school. You were friendly and helpful, and made us feel part of your school family for the two days we spent with you. Whenever we had chance to speak to you, you showed us why Roe Lee Park is such a good school. In fact, one boy told us, 'It is the best school in the world!'

We were impressed with the work you had done that was on display round the school – you clearly enjoyed 'Africa Week'. We were also impressed by the way you behaved, and got on so well with each other. Those of you in Key Stage 2 know that I really enjoyed your singing, and the way you fitted the words in for the school song. The story we heard was good too. Have you told it to your parents?

The Foundation Stage new building is really good for nursery and reception, and we could see that the youngest children in school had settled in well and were enjoying all the activities there. We like your posh new entrance as well, and the new library will be good when it's finished. You are lucky to have such beautiful play areas and grounds – we know that you enjoy those because some children told us they wanted longer playtimes!

You told us how much you liked your lessons because your teachers make them interesting. You help there as well by behaving so well and by doing your best. In fact, we think that the way you grow up as such hard working, well behaved and sensible children is a great credit to you, your parents and your school. Well done!

We have asked your teachers to help you to learn even better by making sure that the work they ask you to do is just right for you. We would like you to help them to help you by thinking about how well you have done yourself, and how you could improve even more.

With best wishes for your future, yours sincerely



Eric Jackson, Lead Inspector.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

Alexandra House

33 Kingsway

London WC2B 6SE

T 0207 421 6800

F 0207 421 6707

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Roe Lee Park Primary School

Emerald Avenue

Blackburn

Lancashire

BB1 9RP

30 September 2005

Dear Children,

Mrs Davenport, Mrs Herring and myself would like to thank you for the welcome you gave us when we visited your school. You were friendly and helpful, and made us feel part of your school family for the two days we spent with you. Whenever we had chance to speak to you, you showed us why Roe Lee Park is such a good school. In fact, one boy told us, 'It is the best school in the world!'

We were impressed with the work you had done that was on display round the school – you clearly enjoyed 'Africa Week'. We were also impressed by the way you behaved, and got on so well with each other. Those of you in Key Stage 2 know that I really enjoyed your singing, and the way you fitted the words in for the school song. The story we heard was good too. Have you told it to your parents?

The Foundation Stage new building is really good for nursery and reception, and we could see that the youngest children in school had settled in well and were enjoying all the activities there. We like your posh new entrance as well, and the new library will be good when it's finished. You are lucky to have such beautiful play areas and grounds – we know that you enjoy those because some children told us they wanted longer playtimes!

You told us how much you liked your lessons because your teachers make them interesting. You help there as well by behaving so well and by doing your best. In fact, we think that the way you grow up as such hard working, well behaved and sensible children is a great credit to you, your parents and your school. Well done!

We have asked your teachers to help you to learn even better by making sure that the work they ask you to do is just right for you. We would like you to help them to help you by thinking about how well you have done yourself, and how you could improve even more.

With best wishes for your future, yours sincerely

Eric Jackson, Lead Inspector.

Annex B