



# Wensley Fold (VC) Church of England Primary School

## Inspection Report

**Unique Reference Number** 119412  
**LEA** Blackburn with Darwen  
**Inspection number** 280549  
**Inspection dates** 28 February 2006 to 1 March 2006  
**Reporting inspector** Mrs Jennie Platt

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

<b>Type of school</b>	Primary	<b>School address</b>	Manor Road
<b>School category</b>	Voluntary controlled		Blackburn
<b>Age range of pupils</b>	4 to 11		Lancashire, BB2 6LX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01254 667449
<b>Number on roll</b>	228	<b>Fax number</b>	01254 690853
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Di Grimshaw
<b>Date of previous inspection</b>	1 January 2001	<b>Headteacher</b>	Mrs Gaynor Stubbs

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 February 2006 - 1 March 2006	<b>Inspection number</b> 280549
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is an average size school situated in a picturesque setting which includes areas of social deprivation. An above average number of pupils are entitled to a free school meal. The school has a very high level (85%) of minority ethnic pupils who are learning through English as an additional language. This number has increased since the last inspection. The children's attainment when they start school is well below that which is typical for their age, particularly in the skills of communication. A below average number of pupils have learning difficulties and/or disabilities although a higher number have a statement of special educational need. The school is involved in several national and local initiatives and has achieved a variety of awards, including an arts mark award, ECO school award and it has Investors in People status. The school has made excellent use of accommodation to convert a building especially for extending sports and art.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Parents, pupils and the school itself are correct in their opinions that this is a good school. It has some outstanding features. Value for money is good. Vibrant displays quickly alert visitors to the good quality of the curriculum and richness of experiences which make this a stimulating place to learn. From a low starting point, pupils achieve well and Year 6 pupils attain standards broadly in line with the national average. The quality of teaching and learning is good. Teaching is most challenging in Year 6 where an increasing number of pupils are exceeding the level expected for their age. However, in other classes, a number of pupils, particularly the more able, are capable of more challenging work. Provision in the Foundation Stage is good. Children make good progress and almost all children reach the level expected by the end of reception except in communication and language where standards are below this level. Personal development is outstanding. Behaviour is excellent and pupils are very respectful of the beliefs of others. The school takes good care of the pupils and teaching assistants play an important role, particularly to help pupils learning English as an additional language. Effective use is made of external agencies especially to support the pupils who are more vulnerable and those with learning difficulties and/or disabilities. Leadership and management are good. Teamwork is firmly established to make learning enjoyable. Information from assessment is not used efficiently by managers and subject leaders to set priorities for raising standards and actions taken are not checked for their impact on achievement and standards. The school has improved well since the last inspection and has good capacity to improve.

not applicable

### What the school should do to improve further

- Use information from assessment of the pupils' progress to set priorities for raising standards.
- Plan work to meet the needs of the higher attaining pupils in all classes.
- Check the impact on pupils' achievement of actions taken to raise standards.

## Achievement and standards

### Grade: 2

Achievement is good. From a well below average starting point, children in the Foundation Stage make good progress and by the end of the reception class almost all children are working at the level expected for their age except in their communication and language skills which are below this level. Results of national assessments in Year 2 show standards are average but few pupils reached Level 3, the level higher than that expected nationally for children this age. This continues to be the case. In several classes throughout the school, higher attaining pupils, including the more able pupils learning through English as an additional language, are capable of achieving higher standards. However, in Year 6, the teaching addresses their needs closely and an increasing number of pupils are exceeding the level expected for their age. Overall,

the pupils' progress is good and standards, although broadly average, are rising. This is a significant improvement on the school's results in national tests last year which dipped because of the ability of this large cohort and also poor attendance which is unusual for the school. The school is now back on track to reach its challenging targets. Pupils with learning difficulties and/or disabilities make good progress because their needs are assessed and fully met.

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

### **Grade: 1**

Personal development is outstanding and supports good achievement. Pupils really enjoy school and eagerly tell visitors about their favourite experiences. Pupils quickly become independent. In the morning, many arrive early to carry out several duties. They accept responsibility for their homework which is set in termly blocks so it is up to pupils when they do it. School councillors take their role seriously knowing their views are given serious consideration. Behaviour is excellent. Pupils are very polite and courteous. Attendance is good. Pupils have excellent attitude towards healthy lifestyles. They eat healthily and enjoy using the equipment at lunchtime to keep active. Pupils give close attention to advice and know how to keep safe. They have a good understanding of the need to protect the environment and that this is important for their community. They also help the community by raising funds for charity. The focus on developing language skills and raising self-esteem makes a significant contribution to pupils' future economic well-being.

Spiritual, moral, social and cultural development is excellent. Spirituality is very evident in assemblies in the singing which creates a real feeling of rejoicing. The school celebrates the variety of cultures in the school so there is a genuine respect and care for each other.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and meets the needs of most pupils. Excellent relationships between pupils and teachers encourage pupils to try their best. Practical activities and the variety of approaches make learning fun. This is very evident in the Foundation Stage where some teaching seen was outstanding. Teaching seen in Year 6 was also excellent where the very brisk pace, effective use of assessment information and high expectations of the teacher accelerate learning in the last year of school. Throughout the school, teachers plan carefully but do not always make it clear what they want pupils to learn. As a result, pupils are unsure about what they are actually learning. This makes it difficult for staff to assess learning in lessons. This, coupled with teachers not making full use of assessment data, leads to work not always matching the needs of the higher attaining pupils. The teaching in the Foundation Stage and Year 6 caters successfully for the needs of the full ability range. In other

classes, although support is good, it is often restricted to the least competent so the potential of others is not fully exploited. Teachers and support staff effectively guide pupils with learning difficulties and/or disabilities and those with a statement of special educational need.

## **Curriculum and other activities**

### **Grade: 2**

The school has a good curriculum which provides an extremely wide range of interesting opportunities which are very successful in ensuring that pupils' personal development is of a high standard. The school is lively and active with good music provision and practical activities. Pupils' laughter is heard regularly. The accommodation is attractive with stimulating displays and artefacts reflecting a rich learning environment. The curriculum for the Foundation Stage is firmly based on first hand experiences. The school has plans to extend the use of the outdoors. The new building devoted to art and sport is an excellent resource for both the pupils and their parents. Parents appreciate the amazing variety of extra activities that really broaden the pupils' horizons. Pupils with learning difficulties and/or disabilities and those learning through English as an additional language are fully included in all activities. This is very beneficial for developing their independent and social skills.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Staff take good care of the pupils on a day-to-day basis, including building their self-esteem as well as giving due attention to their safety. Pupils are confident that any concerns left in the ask it basket will be resolved. Child protection procedures and other safety checks are firmly established. Effective use is made of external agencies especially to support the pupils who are more vulnerable and those with learning difficulties and/or disabilities. The teaching assistants, many of whom are at least bi-lingual, are effective in ensuring that pupils understand and are understood, especially in relation to personal needs.

The school is working on ways to improve pupils' involvement by setting them individual targets so that they are aware of how to improve. This is more effective in writing where marking and assessment are more rigorous than in other subjects.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher has a real strength in keeping ahead of new ideas and making learning fun. Staff eagerly embrace change and this enthusiasm means capacity to improve is good. The co-ordination of support for pupils with learning difficulties and/or disabilities and those with a statement of special educational need is good with meticulous monitoring of provision. Parents hold the school in high esteem and appreciate they have a real voice in school. The school is self-critical and has an accurate picture of its strengths and areas for improvement.

Governance is good. Statutory duties are met. Governors are very challenging over financial decisions but less so in other areas. Nevertheless, they are fully aware of the school's strengths and areas for development.

Good monitoring procedures produce a wealth of data on the pupils' progress. This information is not being used well enough in school development planning to decide future priorities for raising attainment. Not enough attention is given to checking that adjustments have led to better achievement. For example, some important changes that are successfully raising standards in Year 6 are not clearly documented to help the evaluation of their impact. The expertise of subject leaders is not always used fully to help define the actions needed to raise standards further.

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## 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>
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### 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	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	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	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	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**

Wensley Fold (VC) Church of England Primary School

Manor Road

Blackburn

Lancashire

BB2 6LX

3 March 2006

Dear Pupils

Thank you so much for the wonderful welcome you gave the inspectors when we visited your school. You made us feel most welcome and we really appreciated the way you told us about your school.

We liked these things the most:

you told us you enjoy school and this is very clear in your smiling faces

your behaviour is excellent and you are very aware about the importance of keeping safe and healthy and helping others

we agree with you that teachers make learning fun by providing exciting activities

you work hard and make good progress

the school is well managed and your parents are very happy that the school is well organised.

We have asked your teachers to look at the following things to make your school even better:

to make sure that everyone does as well as they possibly can

to make sure that new ways of doing your work helps you to reach even higher standards.

You are very lucky to be educated in such a wonderful environment and we are sure you will have many wonderful memories of your time in school.

We wish you well for your future happiness.

Yours sincerely

Mrs J E Platt and Mrs J Barnes (Inspectors)