



Blackburn The Redeemer CE Primary

Inspection Report

Unique Reference Number 133987
LEA Blackburn with Darwen
Inspection number 282413
Inspection dates 3 May 2006 to 5 May 2006
Reporting inspector Mrs Jennie Platt

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

Type of school	Primary	School address	Bolton Road
School category	Voluntary aided		Ewood
Age range of pupils	4 to 11		Blackburn, Lancashire BB2 4JQ
Gender of pupils	Mixed	Telephone number	01254 59349
Number on roll	239	Fax number	01254 694816
Appropriate authority	The governing body	Chair of governors	Mr Richard Marshall
Date of previous inspection	Not applicable	Headteacher	Mrs Alison Taylor

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The merger of two schools led to the formation of Blackburn the Redeemer School in September 2004. The school has not been previously inspected. Its new building will not be ready until September 2006. The present temporary accommodation is far from suitable for pupils with disabilities. There is limited information to gain an accurate picture of the attainment of many pupils when they first started their education. However, the children now in the Reception class started school with average attainment for their age. An above average number of pupils are eligible for a free school meal. A high number of pupils have learning difficulties and/or disabilities and two have statements of special educational need. Few pupils are from minority ethnic groups and none need help with speaking English as an additional language. Fourteen pupils are Travellers. The school's intake is from a wide area and includes some social and economic deprivation. The school was one of the first schools in the country to achieve the National Information and Communication Technology Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school has come a long way in a short time and provides an acceptable quality of education with several good features. Value for money is satisfactory. Personal development is good and the school is a happy community. Although standards in Year 6 are below average, inspection evidence shows that pupils have made satisfactory progress in the year they have been at the school. Overall achievement is satisfactory, but higher attaining pupils could achieve more. Good progress in the Foundation Stage leads to standards being higher than the levels expected. Throughout the school, information and communication technology (ICT) is a major strength and standards are high. Teaching and learning are satisfactory and lessons are interesting because they include a variety of activities. However, assessment is not always used to effectively match work to pupils' ability. The curriculum is satisfactory. It includes an exciting range of extra activities. This is a very caring school and pupils feel secure. Despite the school's efforts, attendance is well below average. The school is soundly led and managed overall. However, the headteacher is an inspirational leader, showing great determination to overcome any difficulties. The school intends to extend the role of subject leaders and governors to include more monitoring of standards and provision. With the imminent move to the new building and the headteacher's leadership, the capacity to improve is good.

not applicable

What the school should do to improve further

- Raise standards by ensuring that teachers make better use of assessment to plan work that reflects the different abilities of pupils, especially the more able ones.
- Implement plans for subject leaders and governors to evaluate thoroughly the impact of their work and the consistency of approaches to teaching.
- Improve attendance by ensuring that parents understand its importance.

Achievement and standards

Grade: 3

Achievement is satisfactory overall. This is better than the school's judgement because the inspection has looked wider than the limited results of national tests.

The school has insufficient data to demonstrate the attainment on entry of all but last year's intake into the Reception class. However, the children currently in Reception started school with standards that are typical for their age. Overall, progress in the Foundation Stage is good and standards exceed the level expected by the end of Reception across the full range of experience. Progress is satisfactory in Key Stage 1 and standards are broadly average. They are higher in writing and mathematics than in reading because reading is not assessed regularly to check that pupils are making enough progress.

Last year, results of national tests in Year 6 were low and suggest that this group of pupils had previously underachieved. Changes, especially in a willingness to learn, have enabled pupils now in Year 6 to make satisfactory progress during their 19 months in the school. However, standards, although higher than last year, especially in mathematics, remain below average. Progress is good in ICT and standards are above average. The school is well placed to meet its current targets. However, the targets for the higher attaining pupils are too low and these pupils could make more progress.

Pupils with learning difficulties and/or disabilities and Traveller pupils make satisfactory progress, but the progress of the latter is sometimes hampered by their irregular attendance. This limits the effect of the school's work and pupils' efforts when they are in attendance at the school.

Personal development and well-being

Grade: 2

Personal development is good. This is a happy school and pupils say they enjoy every activity. Parents appreciate the firm approach taken on behaviour which ensures that pupils behave well. The school is a calm and orderly community. Most pupils work hard, although their work is not always presented neatly. Despite the best efforts of the school, attendance is well below average.

Very good links with the local football club have developed pupils' eagerness to keep fit and a good awareness of healthy lifestyles. They pay good attention to staying safe. Pupils support the community in matters like recycling and helping others. Good skills in ICT and rising standards in literacy and numeracy prepare pupils satisfactorily for their future economic well-being.

Spiritual, moral, social and cultural development is good and reflects the school's strong Christian ethos. Worship promotes a real feeling of spirituality. Pupils know about their own culture but do not have enough insight into life in a multi-cultural society.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. The best teaching is in the Foundation Stage. It is consistently good with some outstanding features. In the Foundation Stage, staff plan very exciting activities, based on first-hand experiences. Literacy and numeracy skills are taught exceptionally well with ample opportunities to practise in imaginative role play situations. Throughout the school, teachers make good use of interactive white boards and these engage pupils' interest. Relationships are good and lessons are enjoyable. Teachers have made a good start at informing pupils what they are to learn and involving them in identifying success. This usually works well but occasionally takes up too much time and an overload of information clouds pupils' understanding of the purpose of their tasks. New assessment procedures provide teachers with an

accurate view of pupils' ability. Teachers often use this well to match work to pupils' needs but this is not done consistently in all lessons and as a result, some teachers do not provide the right challenge for pupils of differing abilities, especially the more able. Well trained teaching assistants provide effectively targeted support for pupils with learning difficulties and/or disabilities. This enables those pupils to play a full part in lessons. Support staff also lead groups in other subjects. This results in a great deal of success, for example in ICT.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with good features. Daily activities are enriched successfully by after-school clubs and by visits and visitors. Pupils say that the wide range of tasks makes learning fun and interesting. Traveller pupils, pupils with learning difficulties and/or disabilities and those seen as more vulnerable are supported well, with detailed individual programmes of work when necessary. Consequently, they play a full part in school. Provision for the use of ICT and the development of pupils' personal and social skills are particular strengths and lead to above average standards. Links between subjects and key stages are becoming effective in building on what pupils already know or in providing the right level of challenge for all pupils. The Foundation Stage curriculum is thoroughly planned and imaginatively combines each area of learning into stimulating and exciting activities. This contributes significantly to good progress in this key stage.

Care, guidance and support

Grade: 2

Provision for the care, guidance and support of pupils is good overall. The welfare, pastoral and emotional help for pupils, through a well established belief in the philosophy that every child matters, is a strength of the school. Close working relationships with a range of agencies provide pupils with the support they need to overcome their barriers to learning. This is particularly successful for the most vulnerable pupils. Child protection procedures are in place and risk assessment is rigorous. Effective team work between teachers and support staff provides good quality help in lessons for those who have difficulty with their learning. Support for pupils through target-setting and the marking of work is beginning to develop and have the impact needed to raise standards.

Leadership and management

Grade: 3

The school is well placed to build on its successful start and has justifiably earned a good reputation in the community. Since the school opened, the headteacher has focused on establishing a calm and Christian community. This has been achieved and she has earned the respect of all involved with the school. Ably supported by the deputy headteacher and assistant headteacher, many changes have been introduced

to improve performance. The development of assessment procedures and lesson planning have been major priorities to help improve the quality of teaching and learning. Good systems are now in place and are beginning to have a positive effect, including for the higher attaining pupils. Good attention is given to evaluating what is happening in school and the school is clear about future priorities. Subject leaders are involved in deciding strategies for improvement, but do not fully check that staff consistently make the necessary changes in lessons to improve their teaching. This is weakening the impact of some interventions, such as the use of assessment and links between key stages.

Governance is satisfactory. Governors are supportive and all statutory duties are met. They played a major role in setting up the new school and are aware of the need to become more involved in monitoring what goes on in the school. Opinions of parents and pupils are valued and acted upon. For example, through consultation and numerous joint activities with the community, the school has overcome initial opposition to the merger of schools.

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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>	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?	3	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	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	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	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

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The Children

Blackburn The Redeemer CE Primary School

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BB2 4JQ

7 May 2006

Dear Children

Thank you for welcoming us to your school and telling us about your work. We did enjoy our visit and appreciated the help you gave us.

We liked the following things most:

you are happy in school and you have a good variety of clubs and extra activities

you told us you like ICT and you do very well in this subject

children in the Reception class get off to a good start

you are looked after well and you feel safe and secure

the management of the school has enabled your new school to settle down well and it runs smoothly.

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

to check that work is set at the correct level for you so that you can make even more progress

to make lessons even more challenging for some of you

to check that some of the new ideas being put in place are working well

to make sure that some pupils attend school more often and do not stay away when they are not ill.

We hope you all continue to do well and wish you well as you look forward to moving to your new building.

With best wishes.

Mrs J E Platt and Mrs L Buller

Inspectors