

Roe Lee Park Primary School

Inspection report

Unique Reference Number	119127
Local Authority	Blackburn with Darwen
Inspection number	326949
Inspection dates	20–21 January 2009
Reporting inspector	Yvonne Clare

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	350
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Ron Whittle
Headteacher	Mr Mark Geldard
Date of previous school inspection	1 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Emerald Avenue Blackburn Lancashire BB1 9RP
Telephone number	01254 56297
Fax number	01254 694034

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Roe Lee Park is a larger than average primary school, serving an area of above average social and economic deprivation. There are many more pupils from minority ethnic backgrounds and for whom English is an additional language than seen nationally. A high proportion of pupils are entitled to a free school meal. An above average percentage of pupils have learning difficulties and/or disabilities, but the percentage of pupils with a statement of special educational need is less than nationally seen. The school has Early Years Foundation Stage (EYFS) provision consisting of Nursery and Reception classes. Extended care is provided by a private company.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and improving school with some outstanding features. The strong sense of community within the school and harmonious ethos results in good care, guidance and support that contribute well to pupils' excellent personal development. The strong sense of pride in the school is reflected in the teamwork and determination of staff at all levels to provide a learning environment that successfully embodies the school motto 'Free to flourish'. This can be seen in pupils playing happily together and enjoying their education. This school is valued highly by the parents, and many parents comment on the care and concern shown by the school and the good progress made by their children. It is a happy and welcoming community, celebrating and valuing its diversity, where pupils' relationships with each other and with staff are exemplary. Its partnerships with others, through networks and links, are good and enhance the provision for all pupils.

Children start Key Stage 1 with below average standards. Good progress occurs throughout the school. Standards are improving in Key Stage 1 and getting closer to average at the end of Year 2. Results of national tests at the end of Year 6 show standards are rising and are now securely average. The school has rightly identified that pupils could make further improvement in writing. Pupils with learning difficulties and/or disabilities are well supported by dedicated support staff who ensure that they make good progress towards their individual targets. Whilst the performance of more able pupils is improving, they are not consistently challenged in all classes and they could do better.

The personal development of pupils is outstanding, with excellent spiritual, moral, social and cultural development. Pupils are open, honest, friendly and reliable young people, taking on positions of responsibility around school with enthusiasm and contributing outstandingly to the local community with their visits and charitable acts. Pupils have an excellent understanding of how to stay safe and healthy and understand the importance of taking regular exercise. They are well prepared for the next stage of their education. All the required procedures are in place to promote health and safety, child protection and the safeguarding of pupils.

Teaching and learning are good. Staff display good subject knowledge and use a variety of teaching styles to engage pupils. Assessment information and a thorough tracking system provide opportunities for teachers to inform pupils about their progress and for tasks provided to be matched to ability. However, this is not always used well enough to meet the needs of the more able pupils. Marking is generally good but is not consistently used in all classes to inform pupils how they can improve, most noticeably in writing. The good curriculum places an emphasis on ensuring relevant, first-hand local experiences for pupils to bring learning to life, using the park and local area to good effect. Music, information and communication technology (ICT) and physical education are strengths of the school and visitors and a good range of out of school activities enhance this provision well.

The leadership and management of the school are good. The headteacher, together with the deputy headteacher, provide strong, clear and intuitive leadership, with good support from an able leadership team. Together they focus strongly on the drive for improvement. As a result, the school is well placed to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The EYFS is well led and managed and consequently the curriculum, teaching and learning and assessment procedures are good. Excellent arrangements exist to ensure the children's safety, health and well-being, and the children get off to a good start. Children's personal development is outstanding because all staff knows each child very well and gives good encouragement and praise. Children are confident, very well motivated and enthusiastic about their learning. Their behaviour is exemplary. They play happily together and learn to share and to make choices. At the start of Nursery, children display skills typical for their age. They settle well and quickly gain in confidence because of the outstanding care they receive. When their Nursery education is completed, many children start full-time education in other schools. The children who stay on to Reception are joined by others from a variety of pre-school settings. The overall skills and knowledge of children starting Reception are well below what is typical for their age. Aspects of communication are particularly less well developed than other areas but a focus on developing speaking and listening skills contributes well to improvement. Despite the good progress made, through well-planned activities and good quality adult support, standards in most areas of learning are still below the levels expected for their age by the end of the Reception year. The outside accommodation, although lacking in exciting fixtures, is well planned to ensure that learning is extended beyond the classroom. Staff work well together, although liaison between the two year groups is not yet well developed.

What the school should do to improve further

- Ensure that more able pupils are consistently challenged to do as well as they can.
- Improve marking, especially in writing, making it clearer to pupils how to make their work better.

Achievement and standards

Grade: 2

Achievement for all pupils, including those with learning difficulties and/or disabilities is good. Pupils enter Year 1 with standards that are below average. Although standards at the end of Year 2 remain below average they are rising year on year. Pupils are now making good progress with more pupils reaching the level expected for their age. Progress throughout Key Stage 2 accelerates. The 2007 Year 6 national tests results were broadly average in mathematics and science and above average in English, although the school rightly continues its whole school focus on writing. The 2008 unvalidated test results for Year 6 pupils indicate standards have continued to rise in all three tested subjects and targets have been exceeded. Thorough tracking and assessment systems suggest that progress and standards are continuing to improve. Nonetheless, the school has rightly identified that more able pupils could do even better. Regular pupil progress meetings identify pupils who may be underachieving and allow swift interventions to be put in place.

Personal development and well-being

Grade: 1

Pupils flourish in the secure and supportive environment, feel safe and enjoy all that the school has to offer. From their earliest days in the EYFS excellent relationships are fostered, pupils taking a lead from the ways the school includes and welcomes everyone of all abilities and

ethnicities. Excellent spiritual, moral and social development results in extremely positive attitudes towards school and exemplary behaviour both in and out of lessons. Relationships between pupils are excellent and they are very sensitive to the needs of others. Pupils make an excellent contribution to the school community, for example, by enthusiastically taking responsibilities for tasks around school including serving as 'playground buddies'. The school council represents the interests of the children very well. Rigorous policies and procedures for attendance are in place. As a result it has improved since the last inspection and is now in line with the national average. Pupils have an excellent understanding of the importance of healthy lifestyles. The school offers fruit and healthy snacks to its pupils at break-times and has adopted a three-part morning to allow two hours during the week to be spent on physical education. The school has achieved Healthy School status. Outstanding personal development, a focus on the basic skills, ICT and taking part in Education Business Partnership project, prepare pupils well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good with some outstanding features. Throughout the school pupils' attitudes to work are exemplary, partly due to the excellent relationships that exist between staff and learners. Lessons are well planned, although work is not always accurately matched to the needs of the more able pupils. Teaching assistants are deployed effectively in lessons and give good quality support. Some outstanding features observed in lessons included exciting delivery, challenging questioning, the opportunity for pupils to undertake shared and self-evaluation, and a concentration on developing thinking skills. When these ingredients are in lessons they lead to a fast pace of learning and high levels of enjoyment. Where lessons are satisfactory pace is slower, pupil interaction and challenge is less effectively used and there are fewer opportunities for pupils to evaluate their own progress. Marking is generally good but does not always give enough guidance to pupils, particularly in writing, about how they can improve.

Curriculum and other activities

Grade: 2

The school provides a good curriculum with a strong focus on English, mathematics, and science, with writing across the school a continuing priority. The work in each subject is now beginning to be planned to ensure that pupils develop and apply the key skills of literacy and numeracy, but this is a recent initiative and is not yet fully established across the school.

The curriculum is reinforced well by out-of-school activities, visits and theme weeks, broadening pupils' knowledge of the world around them. The school places great importance on providing a broad curriculum, evidenced by the school's many awards. Physical education and music are strengths of the school and ICT is promoted well in many subjects. The personal, social, health and citizenship education programme contributes very well in developing pupils' excellent personal development.

Care, guidance and support

Grade: 2

Health and safety procedures and risk assessments are firmly in place and all procedures regarding maintaining pupils' safeguarding meet current requirements. High quality pastoral care provided by the school is based on a commitment to meet the individual needs of all children and some innovative features benefit pupils. For example, weekly NSPCC drop-in sessions allow pupils an opportunity to seek advice in confidence. Child protection procedures are rigorous and pupils at risk are quickly identified. 'Familywise' provides valuable support to families who need help. Induction procedures are good for pupils entering school and as they move from primary into high school.

The school's tracking system enables staff to set targets for pupils' progress. Pupils with learning difficulties and/or disabilities are supported well in lessons. They have their own individual plans and work tailored to their needs, and their progress is carefully monitored by the teachers. The needs of those pupils with English as an additional language are also closely tracked and help placed where it is most needed. Whilst more able pupils are identified, suitable support to ensure they do as well as they can, is not always effective.

Leadership and management

Grade: 2

The leadership and management of the school are good. Although relatively new in post, the headteacher already knows the school well. Together with the deputy headteacher, they make a perceptive, influential leadership team, setting clear direction for the development of a school where all pupils are expected to achieve well. They are ably supported by a hardworking and dedicated team of teachers and support staff, who share the same vision; each playing their role in improvement. The school's analysis of its contribution and the promotion of community cohesion is excellent, leading to racial harmony, a caring ethos and determination to tackle any discrimination. The school recognises the importance the caring ethos has on pupils' progress. Care is taken to plan opportunities that successfully develop amongst pupils a strong awareness of their own and other cultures, showing sensitivity and respect for all. Pupils make a strong contribution to their school community and the wider community. For example, they have created statues for the local park, attended singing events and got involved in charitable acts for the global community.

Governors are effective. They are supportive and well informed and have a good opportunity to develop their monitoring role in school. Effective systems exist for monitoring how well the school is performing, which lead to good self-evaluation and identifies the most important areas for future improvement. The school is better than at the time of the last inspection and is currently improving rapidly. Given the strengths in leadership and management, and the strengths in teaching, the curriculum and care the school is well placed to continue to improve in future.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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	2

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
How well are learners cared for, guided and supported?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

22 January 2009

Dear Pupils

Inspection of Roe Lee Park Primary School, Blackburn with Darwen, BB1 9RP

Thank you for making my colleagues and I feel so welcome and for helping us to find out all about your school. We loved being with you and enjoyed seeing your bright, smiles. We were so pleased to see how wonderfully well behaved you are and how kind and considerate you are to each other. I am writing to tell you about the findings of the inspection.

Roe Lee Park is a good school. It has good teaching, an exciting curriculum and it takes good care of you all. It does a very good job helping those of you who find learning difficult. You all seem to enjoy school and learn at a good rate and become pleasant and mature individuals who put others before yourselves. You have very positive attitudes towards your work and you are rightly very proud of your school. You amazed us with how much you know about staying safe and being healthy.

Your headteacher and staff team, want to do the best for you. They are always seeking ways of doing this. To help you to do even better we have asked the school to improve some of what it does. We have asked the school to work with you to raise the quality of your writing by involving you much more in the way your work is marked. We have also asked your school to make sure that those of you who find work easy are given tasks which always make you think and extend what you already know and can do.

It was a pleasure to visit your school. Keep working hard and coming to school regularly so that you continue to do well!

On behalf of me and my colleagues I would like to pass on my best wishes to all of you, and thank you once again for making our visit so enjoyable.

Yours sincerely

Yvonne Clare

Lead inspector