

# Daisyfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	119123
<b>Local Authority</b>	Blackburn with Darwen
<b>Inspection number</b>	339356
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Michael Onyon

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	313
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Abdul Patel
<b>Headteacher</b>	Mr Peter Fenton
<b>Date of previous school inspection</b>	16 November 2006
<b>School address</b>	Clinton Street Blackburn Lancashire BB1 5LB
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<b>Email address</b>	daisyfield@blackburn.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. They visited 21 lessons, observing 12 teachers and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at teachers' planning, documentation for safeguarding pupils, the school's assessment records and test results, reports from the School Improvement Partner and plans for future development. In addition, inspectors analysed 102 questionnaires returned by parents and carers, and questionnaires from school staff and pupils.

- the quality of learning and pupils' progress throughout the school
- the consistency of teaching and how assessment is used to support pupils' progress
- how effectively the curriculum meets the learning needs of all pupils
- the contribution of leaders and managers to the evaluation of the school's performance and planning for improvement.

## Information about the school

This is an above average size school. Almost all pupils are from minority ethnic groups, with Pakistani and Indian heritage as the largest groups. A large majority of pupils speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is broadly average and the percentage with a statement of special educational needs is below average. There have been a number of staff changes since the last inspection and a new deputy headteacher appointed. The school holds a number of awards including the Healthy Schools, Activemark and the International Schools awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school, where pupils from all backgrounds are treated equally and work in harmony. The school effectively celebrates the diversity of its pupils and promotes outstanding community cohesion. Parents and carers are extremely proud of the education and care their children receive, saying, 'The school endeavours to get the best out of every child regardless of background'.

Staff have high expectations of what pupils can achieve and motivate them well to become enthusiastic learners. Pupils respond well and their achievement is good. Good teaching, and some that is outstanding, builds effectively on this, so that pupils make good progress. From attainment on entry that is well below expected levels they reach broadly average standards by the end of Key Stage 2. Considerable assessment data is collected but not in the most user-friendly way. As a result, it takes time for teachers to access it and to use it to best effect in order to pinpoint precise learning needs and to ensure that lessons consistently extend all learners, particularly the most able. Pupils with special educational needs and/or disabilities and those who speak English in addition to their home language, progress as well as their classmates because of the good quality support that they receive.

Pupils know how to keep fit and follow healthy lifestyles. They recognise the good work of their school council members in improving their learning environment. The school has worked hard to improve attendance, which is now average. However, the several long-term holidays taken by a number of families have a negative impact on the achievement of the pupils involved. Good care, guidance and support ensure that pupils feel very safe and they trust staff to help with any problems. Pupils are caring and considerate towards each other. They respect adults and value the cultural differences and diversity represented in school. The school celebrates a wide range of religious and cultural festivals. The well-balanced curriculum includes imaginative links between subjects and is enhanced by visits and visitors.

Good leadership and management, firmly focused on school improvement, have successfully improved the quality of teaching and learning. Staff morale is high. The commitment of staff and governors, fully supported by parents and carers, has successfully established an ambitious vision and raised expectations of what can be achieved. As a result, since the last inspection, standards and provision have improved, giving the school good capacity for further improvement. All leaders and managers contribute effectively to improvement planning and evaluate their areas of responsibility well.

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## What does the school need to do to improve further?

- Further raise the attainment of all pupils, by:
  - - streamlining the collection of assessment data so that it can be more easily accessed by all staff
  - - consistently using the outcomes of the assessment of pupils' progress to pinpoint exactly what pupils need to do to improve
  - - ensuring that lessons consistently extend all learners, especially the most able.
- Raise levels of attendance further, to good or better, by working with some families to reduce the number of extended holidays taken during term-time, in order to improve those pupils' achievement.

## Outcomes for individuals and groups of pupils

2

Pupils' keen attitudes and their enthusiasm show how much they enjoy learning. Sustained improvement in reading and writing over the last three years reflects the impact of a whole-school determination to drive up standards. School analysis indicates that the most able pupils do not always do as well as they should. Where teaching is at its best, planned learning outcomes precisely pinpoint learning needs and so all pupils progress well. Pupils' work and inspection evidence indicate that overall attainment is broadly average by the time pupils move on to the next stage of their education.

Pupils work hard at a good pace, usually concentrate well, display a real interest and try their best. Behaviour is good around school and often exemplary in lessons. Pupils say they feel very safe, are adamant that bullying is not a problem and talk knowledgeably about protecting their safety on the internet. They understand what constitutes a healthy diet and enjoy the many physical activities on offer. They are keen to represent their classmates as school councillors, to take on a wide range of additional responsibilities and to help the wider community through fundraising for charity. Pupils' appropriate skills in literacy and numeracy give them a sound basis for their future education and to develop into reliable citizens.

Pupils' spiritual, moral, social and cultural development is good. They have a keen sense of right and wrong and show consideration for others. Their cultural development is excellent. They talk enthusiastically, and with considerable knowledge and understanding, about different cultures and festivals, for example, their visits to different places of worship. They reflect quietly on the world during school assemblies and thoughtfully reflect upon the impact of their actions on their own and the wider environment.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

'Teachers make lessons interesting and fun' typifies pupils' comments. Most lessons feature good use of 'talking partners' and resources including information and communication technology (ICT). Where teaching is at its best, including that which is outstanding, pupils are presented with open questions and teachers have high expectations, which challenge pupils of all abilities. For example, Years 5 and 6 pupils were challenged to plan and build their own fairground models, effectively developing collaborative skills and using their writing and problem solving skills well. Good assessment and tracking systems give a clear, accurate view of how well pupils are doing and where extra help is needed. However, the time taken by teachers to access data means that pupils are not always challenged quickly enough to do as well as they might. Well-informed teaching assistants provide good support, especially for pupils with special educational needs and/or disabilities and those learning English as an additional language. Feedback, both orally and through teachers' marking, generally helps pupils to improve their work.

The curriculum provides varied learning experiences ensuring that pupils gain the appropriate academic and personal skills. Pupils use ICT to extend their learning in other subjects. Some innovative cross-curricular examples were seen; the work of Year 6 pupils included the use of role play, acting the part of lawyers, jury members and the judge, to consider the arguments for and against school uniform, which linked their skills in literacy, mathematics and drama together. Pupils enjoy a wide range of well attended enrichment activities. Good use is made of local resources, such as visits to Blackburn Rovers learning centre. This encourages pupils to work in a range of subjects, including

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art, and produce high quality portraits of players. Pupils, parents and carers praise the popular range of after-school activities.

A typical parental comment was 'You are always welcome in this school'. Parents and carers overwhelmingly agree with pupils that the school is safe and secure, and this enhances pupils' learning and well-being. Well organised provision for pupils with special educational needs and/or disabilities and new learners of English enables them to progress well and external support and advice is sought where needed. Good transition procedures enable pupils to move confidently between classes and on to the next stage of their education. Particularly strong links with the local high school make it possible for pupils to experience exciting activities, including sport, English, science and modern foreign languages.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher's open, inclusive style of management ensures the commitment of staff and governors. With the deputy headteacher he forms a strong team. The good management of teaching and learning, including monitoring and thoughtful staff deployment, has resulted in consistently good quality teaching. Governance is good. Governors accurately analyse the school's needs and their strong links with the community have led to exceptional community cohesion and strong support from all stakeholders. Subject leaders contribute enthusiastically to action planning, curriculum development and an overview of standards and progress. The school's systems for gathering the outcomes of assessment are hindering their impact on raising standards further.

Parents and carers are actively engaged in the work of the school, as confirmed in the overwhelmingly positive response in school surveys and inspection questionnaires. Parents and carers feel staff are approachable and the majority say that they receive good guidance about how to support their children's learning. A range of good partnerships, including local residents and businesses, high schools, churches and support services, effectively broaden and support pupils' experiences and well-being. The school celebrates pupils' diverse backgrounds. Effective procedures successfully ensure that they all experience equal opportunities. For example, the progress made by different ethnic groups is consistently tracked to ensure that pupils are progressing well. Good arrangements for safeguarding and protecting pupils meet current requirements.

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Risk assessments are rigorous and there are good systems in place for keeping pupils safe. The promotion of community cohesion is excellent; pupils mix happily and respect each other's cultures and there are imaginative, mutually supportive links and visits to local community groups and other schools. Older pupils regularly communicate with pupils in schools in different parts of the United Kingdom. The activities are planned systematically and their impact on learning carefully evaluated. The school has excellent links with a school in Pakistan and is building links with one in Kenya. The school gives good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter Nursery with skills well below those expected for their age, particularly in their communication and language skills. Specific learning needs are quickly identified and children settle quickly, happily and confidently into routines. Good teaching enables children to make good progress. When entering Year 1 they have skills that are below expected levels in all areas of learning. Children interact well with one another and behaviour is good. They feel safe in the welcoming, friendly and secure learning areas. Excellent relationships with staff enable parents and carers to talk freely about their children's interests and share any concerns. Intervention and support is effective and encourages children to be independent and active learners. As children move confidently between indoor and outdoor spaces, questions are used skilfully by staff to prompt the next steps in learning, for example, in solving number problems, counting on to ten, interacting with the whiteboard and physically counting on in play activities outdoors. There is a good balance between adult-led and child-initiated activities. Children are



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happy to take turns, help each other and share equipment. Groups are brought together effectively, for example, to learn about linking sounds and letters, listen to a story or learn how to write a letter. Observations and assessments detail children's progress with developing consistency and accuracy. The provision is well led and astutely managed. Staff work as an impressive team. All activities are inclusive and good provision is made for those children with special educational needs and/or disabilities and those learning English so that they enjoy all the experiences on offer and make equally good progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers who returned the questionnaire gave very positive responses to all the questions, showing a high level of satisfaction with the school. They were particularly happy with: how safe pupils are; how much children enjoy school; good quality teaching; the good progress made by pupils and being kept well informed about progress. Inspectors agree with this high level of satisfaction. There were only a very few negative comments and the inspection found no evidence to support these.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Daisyfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 102 completed questionnaires by the end of the on-site inspection. In total, there are 313 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	64	36	35	1	1	0	0
The school keeps my child safe	57	56	44	43	0	0	0	0
The school informs me about my child's progress	54	53	43	42	5	5	0	0
My child is making enough progress at this school	48	47	50	49	4	4	0	0
The teaching is good at this school	48	47	51	50	2	2	0	0
The school helps me to support my child's learning	42	41	45	44	11	11	0	0
The school helps my child to have a healthy lifestyle	49	48	47	46	5	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	40	47	46	9	9	2	2
The school meets my child's particular needs	43	42	50	49	7	7	2	2
The school deals effectively with unacceptable behaviour	43	42	46	45	6	6	3	3
The school takes account of my suggestions and concerns	41	40	45	44	8	8	2	2
The school is led and managed effectively	42	41	50	49	9	9	0	0
Overall, I am happy with my child's experience at this school	49	48	48	47	3	3	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 June 2010

Dear Pupils,

Inspection of Daisyfield Primary School, Blackburn, BB1 5LB

The inspectors would like to thank you for welcoming us so warmly to your school. You showed us how enthusiastic you are and how proud you are of your teachers and of all that you do. Well done!

This is what we found out about your school:

- Daisyfield is a good school, with good leaders, governors and teachers
- you make good progress and reach standards that are expected by Year 6
- the Nursery and Reception classes give children a good start and they really enjoy learning
- good and outstanding teaching makes lessons interesting and fun
- you enjoy all the clubs and activities, especially going on visits and having visitors in school
- you told us you feel safe and the school teaches you how to look after yourselves
- you are kind and caring and work hard to help others. You are especially welcoming to new children who come to your school from different places.

To help make the school even better we have asked it to:

- help you reach even higher levels of attainment by streamlining the way the school collects information about how well you are doing, so that teachers can pinpoint exactly what you need to do to improve
- ensure that all lessons help you all to do as well as you can
- raise levels of attendance by working with some of your families to reduce the number of long-term holidays taken during term-time.

We are sure you will continue to help the staff by working hard, taking good care of yourselves and enjoying everything you do. We send our very best wishes.

Yours sincerely,

Mr Michael Onyon

Lead Inspector

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