

# Livesey Saint Francis' Church of England School

## Inspection report

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|--------------------------------|-----------------------|
| <b>Unique Reference Number</b> | 119423                |
| <b>Local Authority</b>         | Blackburn with Darwen |
| <b>Inspection number</b>       | 339436                |
| <b>Inspection dates</b>        | 13–14 January 2010    |
| <b>Reporting inspector</b>     | Jennifer Platt        |

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>                     | Voluntary aided   |
| <b>Age range of pupils</b>                 | 5–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 202   |
| <b>Appropriate authority</b>               | The governing body                                      |
| <b>Chair</b>                               | Mrs P Rushton   |
| <b>Headteacher</b>                         | Mrs S Thomas  |
| <b>Date of previous school inspection</b>  | 2 November 2006   |
| <b>School address</b>                      | Cherry Tree Lane<br>Cherry Tree<br>Blackburn<br>BB2 5NX |
| <b>Telephone number</b>                    | 01254 201419  |
| <b>Fax number</b>                          | 01254 200571  |
| <b>Email address</b>                       | st.francis@blackburn.gov.uk                             |

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at teachers' planning, documentation for safeguarding, the school's assessment and monitoring records, plans for future development and a range of policies. In addition, inspectors analysed 80 questionnaires returned by parents and carers and 13 from school staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- current progress in the Early Years Foundation Stage and for the more able pupils in writing and science throughout the school
- the quality of teaching and use of assessment when planning lessons
- the provision for community cohesion and its impact on the school's ethos
- the accuracy of the school's self-evaluation.

## Information about the school

This is an average-sized school. The proportion of pupils eligible for free school meals is below average. An average number of pupils are from minority ethnic groups, but very few need support because English is an additional language for them. The proportion of pupils with special educational needs and/or disabilities is above average. There is Early Years Foundation Stage provision in one Reception class. The school holds several awards, including National Healthy Schools Status, Activemark, Safety in the Environment Award and Eco-Schools Status.

**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 school has several outstanding features which make it very popular with parents and carers. It is oversubscribed and especially deserves its excellent reputation for the support it gives to pupils with special educational needs and/or disabilities. All pupils flourish because of the excellent levels of care, guidance and support that the school provides. They thoroughly enjoy school and attendance is above average. The school's overall effectiveness is good.

Pupils start school with a variety of skills which tend to be at levels slightly above what is usually seen. Attainment at the end of Year 6 is rising and is now well above average with high standards in mathematics and reading. Writing is above average with an increase in the number of pupils reaching above average levels. Attainment in science dipped over the last two years and, although improving to average, is not as high as the other subjects. Effective teaching leads to pupils making good progress. Assessment in literacy and numeracy has improved and is used well to plan lessons that are interesting and well matched to pupils' needs. In these lessons teachers most effectively involve pupils in their own learning. Consequently, pupils check their progress and understand what is needed to improve. This good practice is not developed in science as assessment is not as robust. The curriculum has strengths in the very good range of extra-curricular activities. However, it is satisfactory, overall, as it is not always well balanced. Basic skills, including information and communication technology (ICT) skills, are not fully extended in other subjects.

The school has good capacity to improve. Although the school's self-evaluation document is incomplete, in practice the school is clear about the way ahead. With the wealth of information now available, the school is in a better position to be more precise in its future planning and in making it easier to measure success. Since the last inspection the school has given much attention to writing and this has reaped benefits with higher standards. Other improvements include pupils' exemplary behaviour which is enabling them to learn in a well-organised and happy community.

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

- Raise standards in science by:
  - making assessment more rigorous so that progress can be closely monitored
  - raising the profile of science with additional training for staff and consistency in the amount of time allocated to the subject.
- Further enrich the curriculum by:

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- making it more creative and responsive to pupils' interests
- improving cross-curricular links, especially in ICT.
- Improve the precision of the school's priorities for development and make it clear how success is to be measured.

**Outcomes for individuals and groups of pupils**

**2**

In lessons pupils are attentive and work hard; they learn well and make good progress. They enjoy practical activities, which aids their good progress in mathematics. They seek to do their best, as can be seen in the presentation of their work and their good use of the visual prompts on display to improve grammar and punctuation skills. Pupils with special educational needs and/or disabilities and the very few who speak English as an additional language make good progress. The school provides especially well for pupils with very specific needs. Staff receive specialist training and translate this into very effective support that enables these pupils to make excellent progress. Achievement is good. Attainment is well above average and the results of national tests at the end of Key Stage 2 are high in reading and mathematics. Following the success in improving writing, the spotlight is now on science.

Behaviour is excellent. Relationships are very harmonious, as can be seen at lunchtime when pupils sit in family groups with older pupils serving the meals. This mixing of ages, gender and ethnicity is a common thread running through the day. Pupils had an amazing time in the snow making enormous snow balls to roll down the hill and then working as a group to push them back up. This energetic play reflects pupils' good understanding of healthy living. They listen carefully to the messages from many visitors, including fire officers and police, who emphasise an excellent understanding of keeping safe. Spiritual, moral, social and cultural development is good and pupils are polite, well mannered and thoughtful. They respect each other and value the different cultures in school. These many positive social attributes combine well with pupils' academic skills and ensure that their preparation for the future is good.

*These are the grades for pupils' outcomes*

|  |          |
|--|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>                             | <b>2</b> |
| Taking into account:   |          |
| Pupils' attainment <sup>1</sup>  | 2        |
| 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        |

<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.

| <b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b><br>Please turn to the glossary for a description of the grades and inspection terms        |          |
|--|----------|
| <b>The extent to which pupils feel safe</b>  | <b>1</b> |
| <b>Pupils' behaviour</b>   | <b>1</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><br>Taking into account:<br>Pupils' attendance <sup>1</sup> | <b>2</b> |
|  | <b>2</b> |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>   | <b>2</b> |

### How effective is the provision?

Many lessons include outstanding features, such as a very brisk pace and variety of approaches. In Year 6 the use of a video of Macbeth most imaginatively developed an interest and understanding of both the text and techniques used by the filmmakers. Mathematics is taught very well with teachers sharing an enthusiasm for the subject which leads to pupils saying, 'Maths is fun.' Teachers manage lessons firmly but with humour so that lessons run smoothly. Interactive whiteboards are used well to add interest and simplify learning. However, teachers do not always give pupils enough opportunities to use computers in a range of subjects. Although staff in Key Stage 1 plan carefully to avoid disturbing other classes, the open-plan rooms make it difficult for teachers to sustain pupils' concentration fully. Marking is good and in Year 2 exemplary with advice being closely followed up to check that new learning is fully understood. The curriculum has a strong emphasis on personal and social development, which supports pupils' personal growth and maturation. Themed weeks, visits and visitors enrich the curriculum and the school is planning curricular developments to make links between subjects.

A blend of warmth, well-established procedures and genuine concern for pupils ensures that the school provides extremely well for a range of personal needs. Staff show a keen alertness to pupils' changing needs that contributes to the excellent support and guidance that pupils receive.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b><br>Taking into account:<br>The use of assessment to support learning            | <b>2</b> |
|  | <b>2</b> |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

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## How effective are leadership and management?

Effective leadership has successfully sustained the many strengths identified in the previous inspection and extended the drive to raise standards. Information from more effective tracking facilitates interventions and the very useful termly meetings about pupils' progress is used to assess the impact of provision. This ensures that challenging targets are set and achieved. However, the school's overall self-evaluation and forward planning are not yet as precise as they should be.

Membership of the governing body has recently changed with new members carefully selected to enhance governors' skills and improve their contribution to the school. Governors play a key role in financial matters as the school moves to its next building phase aimed at improving the provision for the Early Years Foundation Stage. Governors also ensure that safeguarding procedures are in place. Staff and governors have the required training, carry out risk assessments and ensure that all necessary checks are carried out.

The school's commitment to promoting equal opportunities is demonstrated by its successful focus on narrowing the gap in attainment between boys and girls. More attention is now being given to the more able pupils. The school promotes community cohesion well. An initial plan includes celebration of festivals of other faiths and highlights proposals to extend this provision. Pupils benefit from links with other schools to extend their understanding of different cultures. Effective partnerships with other agencies and groups in the locality make a strong contribution to community cohesion.

The school is held in high esteem by parents and carers, who appreciate the good quality of communications and the opportunities provided to be involved with their children's learning. They comment very positively about being part of the school community.

*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:<br>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>2</b> |

**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

|   |          |
|---|----------|
| <b>The effectiveness with which the school deploys resources to achieve value for money</b> | <b>2</b> |
|---|----------|

## Early Years Foundation Stage

Children are eager learners and enjoy themselves in the Reception class. They start school with a variety of skills which tend to be at levels slightly above what is usually seen. The variation links to an increase in pupils with special educational needs and/or difficulties. This is a direct consequence of the school's good reputation for supporting these children. In response to effective teaching, children make good progress. By the end of Reception standards are above average and several children are starting to work on aspects of the National Curriculum. Creative development has been slightly lower than other areas of learning and the school is looking to extend provision with the completion of the new outdoor facilities. Children help to select the topic which is a focus for their activities and fully enjoyed learning about space in the classroom rocket. Occasionally, support staff provide too much support and children rely too much on them to lead the activity. Management is effective and this is reflected in diligent monitoring of progress. Individual profiles are shared with parents and carers so that they have a good understanding of the progress being made and how they can help at home. Children are taught to keep safe and healthy. They contribute to the class community by following routines and tidying away. Welfare requirements are met and the children are well prepared for Key Stage 1.

*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

A large majority of replies indicated positive views of the school and many written comments extended these opinions. Parents and carers speak highly of the happy atmosphere and the well-mannered and caring pupils. They appreciate the support for pupils with specific difficulties and find staff very approachable. These comments confirm the view of the inspection that care for all pupils is a real strength in the school. There were no significant trends in the very small number of concerns offered in the questionnaires.



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

Ofsted invited all the registered parents and carers of pupils registered at Livesey Saint Francis' Church of England 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 48             | 60 | 31    | 39 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 56             | 70 | 22    | 28 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 45             | 56 | 33    | 41 | 1        | 1 | 0                 | 0 |
| My child is making enough progress at this school   | 45             | 56 | 33    | 41 | 2        | 3 | 0                 | 0 |
| The teaching is good at this school   | 52             | 65 | 28    | 35 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 45             | 56 | 32    | 40 | 0        | 0 | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 47             | 59 | 31    | 39 | 0        | 0 | 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) | 37             | 46 | 38    | 48 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 45             | 56 | 31    | 39 | 3        | 4 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 35             | 44 | 41    | 51 | 1        | 1 | 1                 | 1 |
| The school takes account of my suggestions and concerns   | 34             | 43 | 37    | 46 | 3        | 4 | 0                 | 0 |
| The school is led and managed effectively   | 45             | 56 | 32    | 40 | 0        | 0 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 57             | 71 | 22    | 28 | 0        | 0 | 1                 | 1 |

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 inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



18 January 2010

Dear Pupils

Inspection of Livesey Saint Francis' Church of England School, Blackburn, BB2 5NX

Thank you so much for the warm welcome you gave the inspectors when we visited you on two very snowy days. It was a delight to watch you playing so sensibly and sharing your enjoyment. Your excellent behaviour makes a major contribution to the happy and friendly atmosphere that is very evident in your school. You are cared for extremely well. It was good to see you giving adults from the Fire Brigade your closest attention as you learned how to look after yourself in a possibly dangerous situation. You are taught well and make good progress. Well done!

To make your school even better I have asked your headteacher and governors to do the following things.

- Make sure that you make enough progress in science.
- Find ways to make the activities planned for you even more interesting.
- Check that the priorities set for your school are very clear and that success can be closely checked.

I am sure you will all have some wonderful memories of your time in school. I wish you all the very best for the future.

Yours faithfully

Mrs Jennie Platt

Lead inspector

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