

SUMMARY OF THE INSPECTION REPORT

BLACKBURN PRIMARY SCHOOL

A larger than average nursery and primary school for children from the ages of three to 11 inspected between 8th – 11th March 2004 by a team led by Godfrey Bancroft

OVERALL EVALUATION

This is a **very good school**, giving very good value for money. Pupils achieve very well in English and mathematics. The quality of teaching is very good. The leadership and management of the school are very good.

The school's main strengths and weaknesses are:

- Pupils achieve very well in English, mathematics, design and technology and physical education. However, in Years 3 to 6 higher attaining pupils do not achieve as well as they should in science.
- Children in the Foundation Stage achieve well.
- Pupils with special educational needs achieve very well.
- Pupils' attitudes to their learning and their behaviour are very good.
- The quality of teaching is very good.
- The curriculum is very good and the provision for extra-curricular activities is excellent.
- The links with parents, the community and other schools are excellent.
- The governing body and headteacher provide very good leadership.

Improvement since the time of the last inspection is very good. Standards overall have improved and the quality of teaching is better. The leadership and management of the school have also improved. The issues identified by the last inspection have all been addressed successfully. Teachers now use assessment information effectively to plan the next stages of pupils' learning. Provision for children in the Foundation Stage has improved very well and the learning of these children is developed very effectively when they move into Years 1 and 2. The quality of accommodation is also much better.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	B	C	C	C
Mathematics	C	C	B	B
Science	B	C	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement overall is very good. Attainment on entry to the school is below average. Children in the Nursery and Reception classes achieve well and make good progress. They are on course to attain above average standards in their personal, social and emotional development and average standards in other areas of their learning. Inspection findings show that by the end of Years 2 and 6, standards are generally above average, better than last year's national tests, and pupils achieve very well. At the end of Year 2, standards in reading and writing are above average and standards in mathematics are well above average. At the end of Year 6 standards in English and mathematics are above average and standards in science are average. The overall picture is one of steadily improving standards. This is mainly because the quality of teaching has improved. Pupils with special educational needs achieve very well. Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Attendance is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The quality of teaching and learning is very good and is one of the reasons why standards have improved since the time of the last inspection. The contribution made to pupils' learning by teaching assistants is very good. The breadth of curricular opportunities is very good and activities for the enrichment of pupils' learning are excellent. Provision for pupils' personal, social and health education is very good. The accommodation and resources for learning are very good. The provision made to ensure pupils' care, welfare, health and safety is very good. The school's links with parents are very good and the links with the community and with other schools are excellent. The school makes an excellent contribution to the Education Action Zone, of which it is a member.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The governing body fulfils its duties very well. Governors are very supportive and very knowledgeable about all aspects of the school's work. The leadership and management of the headteacher are very good. His well-established working partnership with the deputy headteacher is one of the reasons for the school's improvement and for its excellent ethos. This includes an excellent commitment to inclusion, promotion of equality and concern for the needs of all staff and pupils. Other members of staff with leadership responsibilities also fulfil their duties very well. The financial management of the school is very good. Governors, in partnership with the headteacher, support staff and subject co-ordinators, ensure that the available resources are used very well to support pupils' learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school and think that it has many very good features. Pupils feel that the school is very good. They feel they are taught very well and gain great confidence in their learning from the support provided by their teachers. The school values and acts on the views of pupils. However, the school council does not involve pupils from all year groups and does not yet provide them all with a forum to voice their opinions.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve standards in science at the end of Year 6 by ensuring that what is taught provides sufficient challenge for higher attaining pupils.

A copy of the full inspection report, which includes all the main judgements and grades, can be obtained from the school. Any complaints about the inspection or the report should be made following the procedures set out in the leaflet 'Complaining about Ofsted inspections', which is available from the school or Ofsted's website: www.ofsted.gov.uk.

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PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	1
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).