



St Barnabas and St Paul's Church of England Voluntary Aided Primary School

Inspection Report

Unique Reference Number 119499
LEA Blackburn with Darwen
Inspection number 280574
Inspection dates 7 March 2006 to 8 March 2006
Reporting inspector Mr Geoffrey Yates

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

Type of school	Primary	School address	off Oakenhurst Road
School category	Voluntary aided		Blackburn
Age range of pupils	4 to 11		Lancashire BB2 1SN
Gender of pupils	Mixed	Telephone number	01254 698413
Number on roll	264	Fax number	01254 581445
Appropriate authority	The governing body	Chair of governors	Mrs Janet Prowse
Date of previous inspection	1 July 2000	Headteacher	Mrs Elaine Smith

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

St Barnabas and St Paul's Church of England Primary School is an average-sized primary school situated in the town centre of Blackburn. The children's skills on entry to the school are very low for their age and the proportions with learning difficulties and/or disabilities, and with statements of special educational needs, are all above average. The majority of the children are of Asian heritage. Thirteen different languages are spoken in school, with Punjabi the most commonly spoken community language. Many pupils are at an early stage of learning English. The school has a very high level of social deprivation. Most children live in rented accommodation and the proportion entitled to a free school meal is well above average.

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's effectiveness is satisfactory and it gives satisfactory value for money. The school works well with other schools and with the local authority. Parents and pupils are content with what the school offers.

Teaching is generally satisfactory, although inconsistent, and the teachers do not always make clear to the children what they are to learn in lessons. Overall, the children make satisfactory progress throughout the school. The provision in the Foundation Stage is satisfactory. From a low starting point, the children make satisfactory progress, although they do not reach the national standards expected for their age by the end of Reception. Standards are well below average in Year 2 and should be higher in English and mathematics. Standards are below average in Year 6 but are starting to rise.

The school cares well for the children. Although the children's progress is monitored well, some teachers do not make enough use of the information in their lesson planning and do not mark the children's work effectively. Children's personal development is generally good; they behave well, enjoy school and are keen to learn, although their attendance, despite the school's best efforts is unsatisfactory.

Provision for children with learning difficulties and/or disabilities is satisfactory. The large number of children who speak English as an additional language also receive satisfactory support and make satisfactory progress.

Leadership and management are satisfactory although the work of the subject leaders lacks effectiveness. The school's own evaluation of its effectiveness as good is inaccurate and too generous. However, the headteacher and deputy headteacher have put measures in place to boost standards, especially in the performance of boys, and there are positive indications that these are working. Rising standards at Key Stage 2 show that the school has the capacity to make the further improvements necessary.

What the school should do to improve further

- Raise standards of English and mathematics, particularly in Key Stage 1.
- Improve the consistency of teaching, making sure that the children clearly understand what they are to learn, marking the children's work more effectively, and making better use of assessment to plan lessons.
- Enable the subject leaders to work with their colleagues to evaluate lessons and help them to improve their work.

Achievement and standards

Grade: 3

Achievement is satisfactory overall. From their low starting points, the children make satisfactory progress in the Foundation Stage. However, very few children reach nationally expected goals for their age by the time they enter Year 1. Although the

children continue to make satisfactory progress in Key Stage 1, standards are well below average by the end of Year 2. The children make slightly faster progress throughout Key Stage 2 and standards are rising although they are still below average by the end of Year 6. The school sets demanding targets for Year 6 pupils, which are generally met. The school's monitoring of the children's work in English and mathematics each term shows that strategies to raise standards are beginning to have a positive effect, particularly in Key Stage 2. However, standards achieved in English and mathematics, particularly in Key Stage 1, should be higher. The above average number of children with learning difficulties and/or disabilities make satisfactory progress. The children at an early stage of learning English, who comprise a third of the pupils, also make satisfactory overall progress.

Personal development and well-being

Grade: 2

Children's personal development, including their spiritual, moral, social and cultural development, is good overall. Children have a clear understanding of right and wrong. Their behaviour in both lessons and in the playground is good, with few exceptions. The children are friendly and relationships are good; they are not afraid to initiate a conversation with visitors. Children enjoy lessons and are keen to learn and most settle quickly to their work and sustain concentration. Because the school looks after the children well, they feel safe, work, and play happily together. Despite the school's best efforts, attendance is inadequate, because many families take children on extended visits abroad. Children know how to stay safe and understand the benefits of healthy lifestyles because these are promoted well by their teachers. They contribute to the community by taking on responsibilities, such as school council representatives, or 'peer mediators' trained to resolve problems between children at playtimes. Children play their part in making the school a harmonious multicultural and multi-faith community. For example, they willingly share their own beliefs with others and join in festivals, such as Christmas, Eid and Diwali. Children in the Foundation Stage quickly learn school routines so that they feel safe and confident. The children make satisfactory progress with basic skills, such as literacy, and learn to work as a team. These skills are adequate to support children in their next stage of education and, eventually, in the world of work.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. However, the quality of teaching is inconsistent. It is at its best in single class age groups in Years 2 and 6. The strengths of the teaching in many lessons are the effective questioning of individual children, which keeps them on their toes, and the children's awareness of their own progress towards their targets. The school's new strategies to improve the Year 2 children's learning and skills are beginning to show positive effects in the children's progress,

especially boys. The setting of children by ability for English and mathematics is helping children in Key Stage 2 to make more rapid progress. Resources are deployed efficiently; for example, good use is made of information and communication technology (ICT) equipment, including interactive whiteboards to help children learn by enlivening lessons.

In general, however, the teachers do not make effective enough use of assessment information to plan lessons. Also, some teachers' marking of the children's work does not always show them how to improve their work. Some lessons are not planned imaginatively enough to engage all of the children. Another important weakness is that some teachers do not always make clear to the children what they are to learn. The teaching of pupils with learning difficulties is satisfactory. Bilingual support staff help to ensure that the children at an early stage of learning English make satisfactory progress.

Curriculum and other activities

Grade: 2

The curriculum is good and is well adapted to meet the needs of all the children. There is a strong and necessary emphasis on the development of literacy and numeracy skills but other subjects also receive enough teaching time. Initiatives aimed at boosting standards are starting to work. The programme for children's health and personal development is good. Planned visits out of school and visitors help to make work relevant and interesting. There is a good range of lunchtime and after-school clubs which the children enjoy. Year 6 children said that they found a recent residential trip an enjoyable experience because they could work in teams and make their own decisions. Resources are deployed and used well. Provision in the Foundation Stage is satisfactory but there is no outside area specifically for the youngest children in which to learn and play. The school plans to develop the outside area.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school has good procedures for child protection and to deal with bullying and racial harassment. Looked-after children receive good support. The school monitors children's personal development well. Good procedures for assessing and monitoring children's academic progress are in place. Although this is a growing strength of the school, some teachers do not all make effective use of the information gathered in their lesson planning. The school council gives children the opportunity to say how they would like the school to improve. For example, the council asked for a healthy eating tuck shop for older children, which they run themselves.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The governance of the school is also satisfactory. In particular, the governors ensure that statutory requirements are met. They are well led and supportive of the senior management. Parents are very supportive of the school and they and their children are consulted regularly.

The school's recent self-evaluation of its effectiveness, although thorough, was too generous. This was in part because the school's evaluation used different criteria from those of the inspectors. The headteacher monitors the quality of teaching and is clear about what is working well and what needs to be improved. In this, she is well supported by the deputy headteacher. The school's plans for improvement focus accurately on the school's weaknesses and are achievable. However, the subject leaders are not fulfilling their responsibility for standards because they do not have enough time to work with their class-teacher colleagues to raise them. The school's record of recent improvement is satisfactory. The headteacher's strategies to raise standards are working, particularly in Key Stage 2, and this success shows that the school has the capacity to make the necessary further improvements.

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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	3	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	Yes	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?	2	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	3	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

Ofsted helpline

08456 404045

St Barnabas and St Paul's CofE VA Primary School

off Oakenhurst Road

Blackburn

Lancashire

BB2 1SN

8 March 2006

Dear Children

Thank you for helping me during the inspection. I would like to tell you about what I found. You will not be surprised to know that I found many good things out about your school. I enjoyed being in your school, watching you learn, hearing you sing and talking to you. The list below shows some of the things I liked about your school.

You work hard.

You respect each other's beliefs.

The school's council members enjoy having a say in what goes on in your school.

You like your headteacher, teachers and other members of staff and the way they make learning interesting.

Teachers expect you to behave well and work hard. All the adults in school work very hard to care for you.

You enjoy the visits you make to different places and the clubs after school.

There are a few important things for you and your teachers to do. Your teachers should:

help you to reach higher standards in English and mathematics

make sure that you always understand what you are to learn in lessons, and that your work is marked in a way that shows you how to improve

do more to improve the teaching of subjects for which they are responsible.

Yours sincerely

Geoffrey Yates

Lead inspector