

# St Barnabas and St Pauls Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	119499
<b>Local Authority</b>	Blackburn with Darwen
<b>Inspection number</b>	327052
<b>Inspection dates</b>	8–9 June 2009
<b>Reporting inspector</b>	Barbara Martin

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	282
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Janet Prowse
<b>Headteacher</b>	Mrs Carla Martini
<b>Date of previous school inspection</b>	1 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	off Oakenhurst Road Blackburn Lancashire BB2 1SN
<b>Telephone number</b>	01254 698413
<b>Fax number</b>	01254 581445

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<b>Age group</b>	4–11
<b>Inspection dates</b>	8–9 June 2009
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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 a larger than average sized primary school, located in the town centre of Blackburn. The school is located in an area of significant social and economic deprivation. Almost all the pupils are from British-born Asian, mainly Pakistani, heritage, with a high percentage of pupils whose first language is not English. Many pupils are at an early stage of learning English. The proportion of pupils that have learning difficulties and/or disabilities is above the national average. The percentage of pupils claiming free school meals is very high. The school makes provision for Early Years and Foundation Stage in a Reception class. Over the last few years there have been many staff changes including a number of headteachers. Investors in People and the Celebration of Achievement award, for communication and information to parents, were both achieved in January 2009.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

St Barnabas and St Paul's is a satisfactory and improving school. It provides satisfactory value for money. The new headteacher, supported by the local authority, provides clear and direct leadership. Many necessary procedures have been introduced. The headteacher has worked effectively with staff and governors focusing on raising pupils' standards and this is starting to have a visible impact. Parents are satisfied with the education their children receive. One parent summarised the views of many, 'This school is wonderful and everyone cares about one another'. Parents feel that the school is 'well led and managed'. The school's contribution to community cohesion is good. The headteacher has put procedures in place to promote greater involvement in the local and wider community. There are good partnerships with parents, other schools and support agencies.

Pupils start in Year 1 with well below average standards mainly because many pupils still require help to learn English which is not their first spoken language. In Key Stage 1, standards remain well below average. In Key Stage 2, standards are rising. Standards in mathematics and science are now closer to the national average but English shows less improvement. This means that overall standards remain below average by the time the pupils leave in Year 6. Pupils' achievement is satisfactory. Progress from Years 1 to 6 is satisfactory and increases as pupils become more fluent in speaking English. Pupils generally achieve equally well, including pupils with learning difficulties and/or disabilities although more able pupils are not always progressing as well as they could because teaching is not consistently challenging enough.

Pupils' personal development is good. The personal, social and health education programme provides opportunities for pupils to talk about their feelings and learn how they can stay healthy. Pupils' behaviour is good in and around school. Pupils say that they enjoy school and in lessons they work hard, demonstrating good attitudes towards learning. Pupils make a positive contribution to the community and make good progress in their appreciation of different cultures in the world.

The curriculum is satisfactory with good features, notably the range of enrichment activities. Teaching and learning are satisfactory. Good and better teaching is characterised by positive relationships, the regular use of praise and the sharing of learning objectives and success criteria. Where lessons are less effective, the pace is often too slow and there are lengthy introductions leading to loss of interest. In these lessons, the match of work to the different levels of ability is weaker and there is a lack of challenge for pupils, especially the more able, to work independently. Care, guidance and support are satisfactory overall. The tracking of progress is satisfactory and improving as new procedures are more embedded. Assessment information is not always used effectively in planning lessons but is used well to plan interventions to help those who are starting to fall behind.

Leadership and management are satisfactory overall. Changes in the teaching of literacy in Key Stage 1 are reaping benefits in the higher standards in reading and writing. The school's capacity to improve is good as the school now has a clear view of the way ahead, improved tracking, is providing more information to guide planning and staff are now working together as a team. There is clear evidence of positive impact as a result of these changes.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

The quality of provision in the Early Years Foundation Stage is satisfactory with good elements and all statutory welfare requirements are met. Children enter school with knowledge and skills that are much lower than what is typical for this age, and many speak little or no English. The children make good progress in several aspects, most importantly in their personal development and communication skills. Progress in reading, writing and mathematics is satisfactory and standards remain well below average by the time they enter Year 1. The classroom is very small for a large number of children and teachers overcome this well by careful planning and good use of the outdoor area. Children enjoy a wide range of stimulating activities, including role-play; for example, children enthusiastically 'travelled on an aeroplane' with great curiosity and enthusiasm. These exciting opportunities fire the children's imagination and ensure they make good progress in their social and language skills. As a result, they are becoming confident and enthusiastic learners. Very good induction arrangements ensure parents are fully involved and staff have a secure understanding of children's prior knowledge and skills. Parents are made to feel very welcome and a typical comment was, 'The staff are very friendly, caring and helpful'. Relationships are good, with teachers and teaching assistants working very closely together, on planning and assessment which enables them to support and encourage each child appropriately. After a period of significant instability, staff are making every effort to improve provision and raise standards. The leadership of the Early Years Foundation Stage is satisfactory.

### What the school should do to improve further

- Raise standards in reading, writing and mathematics at Key Stage 1.
- Raise standards in English at Key Stage 2.
- Improve the consistency of teaching to ensure sufficient challenge, pace and opportunities for pupils to work independently, especially for more able pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Achievement is satisfactory and standards are below average but rising. The school is working hard to raise standards; in particular, by improving the way it tracks pupils' progress and uses assessment information to plan interventions for groups and individuals. Pupils' achievement is improving as a result.

Pupils enter Year 1 with standards that are well below average. Teacher assessments of standards at the end of Year 2 have been low for several years. Standards remain well below average in reading, writing and mathematics. However, there has been a remarkable improvement this year with an increasing number of pupils reaching the levels expected in reading and writing. However, in these subjects, not enough more able pupils exceed the level expected for their age.

Standards at the end of Key Stage 2 are below average but improving and achievement is satisfactory. The results of national tests in 2008 were broadly average because this group of pupils were of a higher ability than is usual. Aspects of good progress can be found in science

and mathematics. Fewer pupils have reached the nationally expected level in English and there are weaknesses especially in writing. More able pupils are not doing as well as they could in science. In mathematics, more pupils are reaching the level expected for their age. Pupils with English as an additional language and those with learning difficulties and/or disabilities make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

This is a happy and friendly school. Pupils play together well at break times and enjoy each other's company. They have many favourite activities and appreciate that staff are caring and available to help them. This feeling of security is evident in their good knowledge of how to keep safe. Behaviour is good and parents and pupils raised no concerns about bullying or any kind of harassment. It is clear from their energetic play and involvement in sport and dance after school, that pupils are keen to keep healthy. Pupils take on responsibilities for daily tasks around the school and they feel valued as members of the community. The school council play a vital role in representing their peers and school leaders respond promptly to their suggestions. Attendance is broadly average and improving. The vast majority attend very regularly and strive to achieve the 100% award. Older pupils are especially good at working collaboratively and in using information and communication technology (ICT) to support their learning. Given pupils' level of basic skills, they are soundly prepared for the future.

Spiritual, moral, social and cultural development is good. In acts of worship, when given the opportunity, pupils show an ability to pause and reflect. Pupils learn about other cultures and, through links with a small village school and another with an all-white population, they learn about cultures that are different to their own. Social and moral development is good and pupils are polite and well mannered. They are keen to tell you that the school motto is 'respect, learn and enjoy' and this is clearly evident in their daily life in school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall. One particular strength is the effective management of lessons based on good relationships between staff and pupils which enables pupils to learn in an orderly atmosphere. Teachers are positive in their responses to pupils and this raises their self-esteem and encourages them to answer questions confidently. The focus on speaking and listening, including the use of role-play and partner discussions, is effective in supporting pupils who are less confident in speaking English. In outstanding lessons, the pace is brisk and teachers share their enthusiasm for learning. Tasks are usually matched to pupils' level of ability but this is not consistently the case in all classes. In some weaker lessons, expectations are not high enough, especially for more able pupils. In less effective lessons, teachers spend a disproportionate amount of time talking to pupils and provide too few opportunities for pupils to work independently. Most teachers make good use of the interactive whiteboards. In Year 6, ICT is used well to extend learning but is not fully used to enhance learning in some other classes. Pupils are beginning to assess their own learning. Marking is thorough and the best examples include comments that inform pupils how to improve. One strength in many lessons is the support from teaching assistants; their inclusion at the planning stage means they are

clear about what is expected of them. They are especially well informed about the needs of pupils with learning difficulties and/or disabilities who receive good support.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory with good elements. The school offers a wide range of enrichment activities that are greatly enjoyed by pupils. A range of visitors to the school and visits out of school add powerfully to children's learning and personal development. The provision for basic skills is improving, for example, with the establishment of the literacy and numeracy frameworks, however, the school has correctly identified the need to ensure they are fully embedded. A future priority is to review the curriculum to ensure there are more meaningful links between subjects. Support for the more able, is less well developed. Pupils are responding positively to initiatives to raise standards, for example, in taking part in themed days and weeks. Partnerships with outside agencies, including local high schools and businesses, provide valuable support for curriculum developments, for example, pupils in Year 6 enthusiastically recalled the visit to their local football club.

## **Care, guidance and support**

### **Grade: 3**

Parents and pupils appreciate the attention given to welfare and personal needs. Safeguarding procedures are fully in place. Care for the more vulnerable pupils and those who have particular needs is good with trained staff and meticulous record keeping to ensure their progress is closely monitored. Pupils at the early stages of speaking English are supported well. In the Early Years Foundation Stage and Key Stage 1 especially, bi-lingual support is readily available to enable these pupils to settle happily and play a full part in the daily life of the school. Pupils are supported well to improve their learning in the classrooms. The tracking of pupils' progress and use of assessment information is in place and there are plans to further increase the frequency of recording assessments. Assessment information is used well to identify those who need extra help.

## **Leadership and management**

### **Grade: 3**

Under strong leadership from the headteacher, the school is improving at an ever-increasing rate following a period of significant instability. With good support from the local authority, she has correctly identified the most pressing issues for improvement and is focused on raising standards. Self-evaluation is accurate and is having a positive impact on raising standards. The key priorities that have been identified so far have been tackled successfully, leading to greater consistency across the school. For example, the headteacher monitors teaching and learning and, as a result, she has a clear understanding of what needs to be improved. Actions taken to improve teaching are not yet fully effective and there remains some inconsistency across the school. A clear, easily understood system of tracking pupils' progress is now in place. The headteacher has brought greater stability and vision to the leadership team. Subject leaders have developed their roles and as a result, they are more involved in monitoring and in curriculum development which accounts for some of the improvements in teaching and learning. The school fulfils its duty to promote community cohesion and this has a positive impact on pupils' understanding of communities at home and in the wider world. The governors satisfactorily

fulfill their responsibilities and are active in the life of the school. They are kept well informed about the school's performance by the experienced chair of governors. Given the strengths in the senior management team and the governing body, improved teamwork, better tracking systems and accurate self-evaluation, the school has a good capacity to improve further.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
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

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

<sup>1</sup>Grade 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

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
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?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

## Text from letter to pupils explaining the findings of the inspection

9 June 2009

Dear Pupils

Inspection of St Barnabas and St Paul's Church of England Voluntary Aided Primary School, Blackburn with Darwen. BB2 1SN

Thank you for making us feel welcome when we visited your school recently. You were all friendly and helpful towards us. We enjoyed talking with you. We spent a lot of time finding out about how you learn in lessons, looking at your work and talking to your teachers and headteacher. St Barnabas and St Paul's Church of England Primary School is a satisfactory school.

We found that your school had some good things that help you. All the adults care for you and look after you well so you feel safe and happy. Those of you that find learning difficult have lots of extra support and this helps you with your learning. You have many exciting after-school clubs.

You are making satisfactory progress, and we would like this to improve even more. These are the things we have suggested to your school to help you reach even higher levels in your learning:

- work to improve your reading, writing and mathematics at Key Stage 1
- continue to give you many opportunities every day to improve your English in Key Stage 2
- ensure that all of your lessons are challenging enough, especially for those of you who find learning easier, and that you are given more time to work independently.

You can help by continuing to attend school every day, behaving well and working hard, as you do at the moment.

We wish you well for the future.

Yours sincerely

Barbara Martin

Lead inspector