

# Wensley Fold (VC) Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	119412
<b>Local Authority</b>	Blackburn with Darwen
<b>Inspection number</b>	327026
<b>Inspection date</b>	26 June 2009
<b>Reporting inspector</b>	Shirley Herring

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	213
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>	Mr Mohamed Isap
<b>Headteacher</b>	Mrs Gaynor Stubbs
<b>Date of previous school inspection</b>	1 February 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>	Manor Road Blackburn Lancashire BB2 6LX
<b>Telephone number</b>	01254 667449

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<b>Age group</b>	4–11
<b>Inspection date</b>	26 June 2009
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**Fax number**

01254 690853

<b>Age group</b>	4-11
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the achievement of more able pupils in mathematics and science
- the quality of the curriculum and care, guidance and support
- the quality of provision for children in the Early Years Foundation Stage
- the effectiveness of the school's monitoring and evaluation in bringing about improvements.

Evidence was collected from performance data and other school documentation, observations of teaching and learning, the work produced by pupils, parents' questionnaires and discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail. The inspectors found that all of the judgements made in the school's self-evaluation form were justified and these have been included, where appropriate, in this report.

## Description of the school

This is an average sized primary school in a picturesque setting in an area which includes some areas of social and economic deprivation. A very high proportion of pupils are from minority ethnic groups, many of whom are learning through English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average. Children in the Early Years Foundation Stage are taught together in one Reception class. There is a Children's Centre on site. The day nursery within the Centre is run by a private provider and is inspected separately.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school in which pupils thrive. The rich curriculum, excellent systems for supporting pupils' progress and consistently good teaching enable pupils to make excellent progress in their personal development and their learning. Parents are overwhelmingly proud of the school and recognise its many strengths. One parent simply commented, 'We all love Wensley Fold School!' This reflects the sentiments of many parents as well as staff and pupils.

Children enter the school with a range of skills that are low for what is typical for their age. They make excellent progress and standards are above average when they leave Year 6. Pupils with learning difficulties and those whose home language is not English receive extensive support of high quality and so they achieve exceptionally well. More able pupils are given challenging work to meet their needs and so they too achieve as well they can. In the 2008 national assessments in Year 2, standards were broadly average and pupils achieved well. Standards at the end of Key Stage 2 have improved each year from 2005 and have been significantly above average for the past two years. In the 2008 national tests, standards were above average overall and were particularly strong in English. Provisional results for 2009 indicate that the above average standards have been maintained. The school's emphasis on problem solving and investigational work has resulted in improvements in mathematics and science.

Personal development, including spiritual, moral, social and cultural development, is outstanding. Pupils are extremely polite and friendly, and their behaviour is excellent. Above all they are very happy and are positively exuberant in response to the many exciting activities throughout the day. They have a very good understanding of a healthy lifestyle and say they feel safe because of the excellent relationships in school. They take their many responsibilities such as school councillors very seriously. They contribute very well to the wider community, for example, as Eco warriors. Their good basic skills and the many opportunities to work successfully on team projects prepare them very well for the future. Attendance is improving and is currently above average because of the relentless efforts and very good guidance given by the school.

Teaching is consistently good and often outstanding so pupils learn at a fast rate. Lessons are lively and move at a quick pace so pupils stay interested. Teachers know the pupils very well and plan work to challenge the more able and support those who need extra help. One pupil said, 'Teachers make you work hard in a kind way!' The skilled support staff make an excellent contribution to pupils' learning. The imaginative use of good quality resources helps pupils to understand and promotes enjoyment. A group of pupils particularly enjoyed practising their letter sounds to the rhythm of a guitar.

The curriculum is excellent. The very good programme of personal, social and health education makes a significant contribution to pupils' personal development. The high emphasis on developing and enhancing literacy and numeracy skills in specific lessons and in other subjects has resulted in improving standards. The school is at the forefront of developing and using information and communication technology skills through the use of mini laptops in school and in enabling pupils to communicate directly with their teacher by email. The school makes excellent use of its beautiful grounds to enrich the curriculum and involve the community.

Care, guidance and support are outstanding. All the recommended systems for safeguarding pupils are in place. There are very high standards of pastoral care because all staff are committed to the school's practical and compassionate ethos. The very detailed systems for assessing and

tracking pupils' progress are used effectively to target high quality support, leading to improved standards. Support for pupils whose home language is not English is managed subtly and skilfully so pupils have full access to all areas of learning. One pupil remarked that, '... adults help groups of pupils who aren't getting it.' Thorough marking and clear targets give pupils very good guidance to help them to improve. The breakfast club provides care beyond the school day.

The excellent leadership, emanating from the headteacher, promotes a vibrant learning environment in which pupils flourish. The wider leadership team shares a common purpose centred on providing high quality care and education. The school monitors and evaluates its work rigorously and uses the information very effectively to bring about improvements. This has resulted in excellent achievement and personal development. Governance is outstanding. There is a clear commitment to work in tandem with the school to take the school forward and to reach out to the wider community. The football club started by the school for the community now has a regular attendance of a 100. Community cohesion is excellent. The school works strenuously to increase pupils' knowledge of different faiths and cultures within the school and in the wider community. Pupils have produced excellent booklets about a mosque and a church to share with pupils who visit the school. The Beaver Pack started by the school, to include Moslem pupils, is regarded as a model for others. Links with schools in Dubai, Singapore and recently Honduras is helping to extend the global perspective.

Improvements in assessment, achievement and standards indicate the school has an excellent capacity to improve further. The school has excellent links with the Children's Centre on site, with a cluster of local schools and with leaders of different faiths. It provides excellent value for money.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Provision for children in the Early Years Foundation Stage is outstanding. A strong team, led by a highly skilled and knowledgeable leader, knows the children's needs very well and together they ensure that children thoroughly enjoy their first taste of school life. Parents agree saying, typically, that teachers '... provide a very good start for my child's learning'. From starting points that are lower than usually seen, children make very good progress and achieve very well. They enter Year 1 with standards which are close to, although still below, average. The imaginative role-play such as Pirate Islands and full participation in them by staff ensure that high standards of personal development are promoted. Early reading, writing and mathematical skills are interwoven throughout activities children choose for themselves and are supported by imaginative and exciting teacher-led sessions. This strong focus on basic skills contributes to the rapid progress made by children whose home language is not English. The very good use of the extensive outdoor space brings learning to life. Staff make accurate and detailed assessments of children's achievements and use this very effectively to plan for their next steps in learning. Children are involved in planning and organising their own activities. They are extremely well looked after and blossom as a result. Continuous improvement is driven by outstanding leadership and close teamwork.

### **What the school should do to improve further**

- Reinforce strategies to maintain the current improvement in attendance.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

<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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

**Annex B**

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

29 June 2009

Dear Pupils

Inspection of Wensley Fold (VC) Church of England Primary School, Blackburn with Darwen, BB2 6LX

Thank you for making Mr Carter and me so welcome when we inspected your school. We really enjoyed talking to you all and joining you in lessons. We agree with you and your parents that Wensley Fold is an outstanding school. This is the highest grade we can give to a school and it is richly deserved. You play your part by working very hard and behaving so well. It was so pleasing for us to see how happy you are in school and how well everyone gets on with each other. Well done!

You make excellent progress during your time in school from when you join the Reception class until you leave Year 6. You reach standards above those that can be expected for your age. This is because there is a very good range of activities in class and after school, and you are taught very well. Teachers explain things very clearly to you all and plan interesting activities to help you to learn. For example, using the large squares helped Year 5 pupils to understand area and perimeter well. There is always someone on hand to give you extra help when needed and teachers make sure that the work is sufficiently difficult for those who find learning easier.

All the adults take excellent care of you all and help you to stay healthy and safe. You are so lucky to have such beautiful grounds and the school makes sure you can make the best use of them as possible. We were pleased to hear that you invite other schools and the local community to use them.

We are pleased that more of you are coming to school every day and we have asked the school to help you to continue with this good attendance.

Best wishes to you all. It was a privilege to see such a harmonious and hard-working school.

Yours faithfully

Shirley Herring

Lead inspector