

Inspection of Daisyfield Primary School

Clinton Street, Blackburn, Lancashire BB1 5LB

Inspection dates: 11 and 12 October 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils, and children in the early years, thrive at Daisyfield Primary School. They are happy and enjoy attending school. Pupils like spending time with their friends and are enthusiastic about learning. For many of these pupils, English is not their main language. They quickly feel part of this lively school community. Positive relationships between staff and pupils and among pupils are evident throughout the school.

The school's motto of 'dream, believe, achieve' is embodied in the high expectations that it has for the academic knowledge and social skills that pupils will develop. Pupils, including pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged, achieve well. This is reflected in how effectively they are prepared for the next stage of their education.

Pupils behave consistently well. In lessons, pupils listen carefully to teachers' instructions and enjoy contributing to learning activities. The school prioritises pupils' oracy skills. Pupils learn to listen respectfully to the opinions of others and develop the confidence to contribute to class and group discussions.

The school offers a thoughtful choice of extra-curricular activities and wider enrichment experiences. For example, pupils spoke with relish about trips to local places of interest and about clubs, such as drama, gymnastics and coding.

What does the school do well and what does it need to do better?

The school's curriculum is broad, balanced and ambitious. The school has thought carefully about what pupils need to know and remember, ordering this learning logically from the early years to Year 6. In this way, pupils develop a rich body of subject knowledge. However, in a few subjects, changes to curriculums are relatively new. On occasion, there is some inconsistency in the way that some teachers deliver these subject curriculums while they become familiar with new expectations.

The school has made sure that teachers have the expertise to deliver the curriculum well. In the early years, teachers design activities with a clear focus on developing children's language and communication. Stories, rhymes and songs form a central part of this. Across subjects, teachers break down learning into small steps. They make clear to pupils the links between different subjects and earlier learning. This helps pupils to apply what they know already when they are learning something new. In lessons, teachers skilfully check for any misconceptions that pupils may have. Mostly, teachers ensure that pupils' previous learning is fully secure before moving on.

The school has developed an effective reading curriculum, which includes reading for pleasure. From the Nursery class to Year 6, pupils proudly share the unique reading areas in their classrooms. The school has equipped these spaces with a range of books and authors that reflect the cultures and experiences of its pupils.

This helps pupils to feel well represented and included. Pupils were keen to tell the inspectors how much they valued local author visits and trips to Blackburn Library. Reception children get off to a flying start with their reading and are taught phonics from the outset. The reading books that pupils read are matched precisely to the sounds that they know. Staff quickly identify those pupils who need extra help to keep up with the school's phonics programme. The school ensures that these pupils get the prompt support that they need to catch up quickly.

The school identifies pupils with SEND in a timely and effective way. Teachers use the information that they receive from leaders to adapt lessons and provide additional support for these pupils. This helps pupils with SEND to learn the curriculum as well as their peers. Pupils with SEND take part in all that the school has to offer.

The school has a clear behaviour policy that staff follow consistently well. This means that pupils know what is expected of them. Pupils' movement around school is calm and orderly. They are courteous and warmly welcome visitors.

The school prioritises pupils' personal development. In the early years, children learn how to clean their teeth and how to recognise healthy foods. Older pupils learn about the importance of physical and mental health and how to stay safe when working or playing online. However, while pupils know about some aspects of diversity, such as different faiths and cultures, they have a limited understanding of how people are different in other ways. This means that pupils are not fully prepared for the complexities of growing up in modern Britain.

Staff appreciate the actions that the school takes to look after their well-being, workload and professional development. This means that staff feel valued and their morale is high. Governors support the school well and work closely with it to ensure that important decisions are made in the best interests of pupils.

The school actively participates in the wider community, for example by supporting the local foodbank. Parents and carers are welcomed into school for activities such as reading fairs and 'chatter chums'. This helps parents to work together with the school to support pupils' reading at home.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, changes to curriculums are relatively new. This means that there is some inconsistency in the way that some teachers deliver these curriculums while they adjust to new curriculum content and expectations. Leaders should support teachers to deliver these curriculums consistently well so

that the recent gains in pupils' learning and retention of knowledge are sustained and built on in the long term.

- Some aspects of the school's personal development programme, including pupils' spiritual and cultural development, are less effective than others. This means that some pupils have a limited awareness of how people may be different to them in ways other than faith and culture. The school should ensure that pupils are fully prepared for the complexities of life growing up in modern Britain.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119123
Local authority	Blackburn with Darwen
Inspection number	10256051
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Appropriate authority	The governing body
Chair of governing body	Sayed Rifai
Headteacher	Lisa Banks
Website	www.daisyfieldprimary.org
Date of previous inspection	30 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The current headteacher has been in post since April 2023.
- Many pupils who attend the school speak English as an additional language.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors spoke with the headteacher, subject leaders and other members of staff. Inspectors also spoke with members of the governing body, including the chair of governors, a school improvement partner and a representative of the local authority.
- Inspectors spoke to pupils about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors reviewed a wide range of evidence, including leaders' self-evaluation documents, improvement plans, minutes of governing body meetings, and records of pupils' behaviour and attendance.
- Inspectors carried out deep dives in early reading, mathematics, art and design, physical education and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and some pupils about their learning and looked at samples of pupils' work.
- An inspector observed pupils in Years 1 to 3 reading to a familiar adult.
- Inspectors also reviewed the curriculum in other subjects and visited a sample of lessons.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses, and the responses to Ofsted's surveys for pupils and staff.

Inspection team

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