



# Newsletter 22 – 23<sup>rd</sup> February 2026

*Knowledge begins with respect for God (Proverbs 1:7)*

This half-term's value is 'Forgiveness' (Ephesians 4:32)

## Attendance

Now that we are entering the second half of this school year, it's a good time to remind you all about our attendance policy. This was included in the second newsletter of this school year and contains some very clear thresholds for actions:

- When a child misses 6 sessions of school (3 days), a text message is sent to parents/carers
- When a child misses 12 sessions of school (6 days), parents/carers are invited in to discuss their child's attendance with me
- When a child misses 20 sessions of school (10 days), parents/carers are invited in for a further meeting with me and a parenting contract will be put into place.
- When a child misses 30 sessions of school (15 days), we will refer the case to the Local Authority and an Inclusion Officer will become involved.

A school day includes around 5.25 hours of learning time, so:

- a child who is absent for 3 days will miss around 16 hours of learning;
- a child who is absent for 6 days will miss around 32 hours of learning;
- a child who is absent for 10 days will miss around 53 hours of learning;
- a child who is absent for 15 days will miss around 79 hours of learning.

A child with the minimum level of attendance expected by the Government would miss around 5 days of school (26 hours) during a whole school year.

Children who are not feeling 100% are still able to come to school (for example, they have a cold, slight headache or tummy ache). In these cases, a dose of Calpol before school and a top-up at lunchtime is enough to see them through the day. If a child is clearly not well enough to remain in school, we will always ring you to come and collect them. If a child has a high temperature, sickness or diarrhoea, they should not come to school.



Parents/carers are sometimes shocked when they see just how many days their child has missed. When this is talked about in terms of how many hours of learning they have missed, it is clear to see what sort of effect a child's absence can have on their learning and progress.

Best wishes

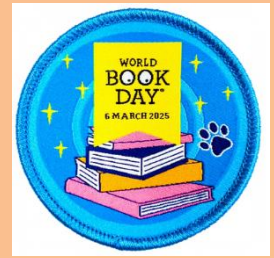
Julian Rogers  
Headteacher

Attached to this newsletter:

- A flyer about Blackburn with Darwen Adult Learning's information day this Thursday at Livesey Family Hub
- A flyer from Blackburn's Mental Health Support Team

## World Book Day

Advance notice that we will be celebrating World Book Day on Thursday 5<sup>th</sup> March. On this day children will be encouraged to wear comfortable clothes for reading in – we did this last year and it saved parents buying anything special or fretting about costumes! If your child would like to dress up, they are welcome to do so.



## Ofsted Inspection

We are still waiting the final version of the inspection report. I will let you know as soon as this is available. In the meantime, here is a letter from the Diocese of Blackburn's Director of Education giving further information about Ofsted inspections:

Dear Parents and Carers,

I am writing to share some information about the current Ofsted inspection framework, as many parents have found recent inspection outcomes across the country confusing or surprising. My hope is that this explanation will help you understand what sits behind the judgements schools receive, both now and whenever your child's school is inspected in future. Whilst all schools welcome scrutiny and accountability, the updated Inspection Framework is still in its infancy and the transition from one accountability model to another can take adjustment for all concerned.

### A Shift in Expectations

Ofsted has made a number of changes to how schools are inspected. One of the biggest shifts is that the grade "Expected" is now much harder to achieve than the previous grade of "Good." If a school receives "Expected", this is something to celebrate—it means the school is meeting a very high bar. This rise in challenge is partly due to a move away from a "best fit" approach (where inspectors looked at the overall picture) to a "secure fit" model, which means that schools are expected to meet all parts of the criteria in full. As a result, direct comparison between a previous "Good" and a current "Expected" is not always appropriate; they are based on different criteria, different expectations, and a higher standard of evidence.

### "Needs Attention" – An Important Clarification

You may also see elements of a report described as "Needs Attention." Ofsted is clear in its public guidance that "Needs Attention" is not a fail and it is entirely normal for schools to have areas that require further development.

This wording simply reflects where practice is still embedding or where additional focus is needed. Many schools—no matter how strong—will have such areas, particularly during a period in which the inspection framework has changed so significantly.

### New Criteria and Embedded Practice

Another significant change is that schools are being judged on new areas of practice that were not part of the inspection expectations last year. These new elements are expected to be fully embedded, even though they are still very new. Naturally, this will take time for all schools to implement well.

## A Stronger Emphasis on Data

Although Ofsted previously spoke positively about taking school context into account, this is no longer as clear. Outcomes now place a much stronger emphasis on achievement data, including:

- Overall attainment, not just progress
- Attendance, which has become a major focus

As a result, schools doing excellent day-to-day work with children may nevertheless receive outcomes that feel harsh if their data does not align closely with national expectations—sometimes despite all their best efforts and the particular needs of their pupils.

## Greater Scrutiny of Headteachers and Leaders

This inspection framework was introduced with the intention of supporting the wellbeing of school leaders and reducing pressure. Sadly, many leaders are experiencing the opposite. Inspections now involve greater scrutiny, with more inspectors on site and higher expectations across all areas. As a result, the demands placed on headteachers and senior staff have increased significantly.

As someone who visits schools across the diocese regularly, I see first-hand the dedication and compassion with which our headteachers and staff serve your children. They work tirelessly, often in challenging circumstances, and continue to lead with integrity and care.

I want to thank you for the support, understanding, and kindness you already show to our school leaders, particularly during inspection weeks. Your encouragement makes a real difference, and it is deeply appreciated by those who work so hard for the good of your children and the life of the school.

## Key Points to Remember

- “Expected” is harder to achieve than “Good”—and is something to be proud of.
- “Needs Attention” is not a fail, and it is normal for schools to have areas identified for further work.
- New criteria are being inspected immediately, even though they take time to embed.
- Achievement and attendance data now have a major influence on the outcome of an inspection.
- Leaders face greater scrutiny, so please support them during inspection weeks.

Above all, schools remain focused on our children, helping them grow into capable, compassionate and confident young people.

Thank you, as always, for your partnership, your encouragement, and the trust you place in our schools every day.

With every blessing

Mr Iain Parks  
Director of Education  
Blackburn Diocesan Board of Education

## This week's Amazing Achievers!

<p style="text-align: center;"><b>You've Been Spotted!</b></p> <p style="text-align: center;">Children who have been demonstrating one of our school values:</p> <p style="text-align: center;">             Mohammed Ibrahim &amp; Umr Farooq – Robins              Maryam Nakhuda – Woodpeckers              Abeera Chaudhry – Kingfishers              Deen Hussain – Swallows              Khadijah Faiz – Doves              Iqra Aziz – Owls              Hamza Jafar – Kestrels              Hooria Abbas – Hawks              Ritaj El-Morchidi – Falcons              Haniya Ali – Eagles         </p>	<p style="text-align: center;"><b>Headteacher's Award</b></p> <p style="text-align: center;">Children chosen for a special achievement:</p> <p style="text-align: center;">             Humna Hussain &amp; Humza Iqbal – Robins              Eesha Hussain – Woodpeckers              Uzair Bilal – Kingfishers              Salahuddin Nawaz – Swallows              Inaayah Mulla – Doves              Hussain Ali Shah – Owls              Aamirah Karolia – Kestrels              Umar-Farooq Chothia – Hawks              Labeeqa Nawaz – Falcons              Maryam Akhtar – Eagles         </p>
<p style="text-align: center;"><b>Recent Reading Badges</b></p> <p style="text-align: center;"> <b>Doves</b>              Farah Hussain - Pearl              Ameen Awan – Topaz   <b>Kestrels</b>              Armaan Ahmed - Ruby              Ziyah Ditta - Pearl              Shehryar Akhtar - Bronze Star         </p>	<p style="text-align: center;"><b>Remarkable Readers</b></p> <p style="text-align: center;">Children who have impressed their teachers with their reading this week:</p> <p style="text-align: center;">             Jannat Sharif - Woodpeckers              Zoya Satia – Kingfishers              Zohaib Latif – Swallows              Laraib Hussain – Doves              Nathan Szileczki – Owls              Aleena Bhamji – Kestrels              Aminah Farooq – Hawks              Adan Shahid – Falcons              Nazia Farid – Eagles         </p>
<p><b>Mrs Martin's Class of the Week:</b> Swallows</p>	<p><b>Mr Ulhaq's Ultimate Achiever:</b> Zeeshan Nain (Owls)</p>
<p><b>Mr Richardson's Lunchtime Awards:</b> Shurabeel Mohammad (Robins) &amp; Tamima Begum (Hawks)</p>	

## Last Week's Attendance

	Best attendance	Best punctuality
Infants	Robins	Kingfishers
Juniors	Hawks (100%)	Hawks



**Family  
Hub**

Darwen | Little Harwood | Livesey | Shadsworth



Blackburn with Darwen

**ADULT  
LEARNING**

# Livesey Family Hub & Adult Learning Information Day

**Thursday 26th February 2026**

**10:00am - 2:00pm**

Come and find out about the learning opportunities available through the Family Hubs, including online learning.

- 🎪 Join in fun activities on the day to get a taster of the courses on offer.
- 🧸 Meet the crèche team, who will be providing support so you can attend courses.
- 🍷 Refreshments will be provided.

**For more information contact us at  
[adultlearning@blackburn.gov.uk](mailto:adultlearning@blackburn.gov.uk) or  
[lara.mcnally@blackburn.gov.uk](mailto:lara.mcnally@blackburn.gov.uk)**



# East Lancashire Young People's Mental Health

**Concerned about your Mental Health?  
Are you under 18 or concerned about  
someone under 18?**

Advice sessions are available on-line via  
'Attend Anywhere'  
Delivered by CYPMH East  
[tinyurl.com/ELCAS-LSCFT](https://tinyurl.com/ELCAS-LSCFT)



Enter the word "CYPMH East" as the first name and "drop in" as the second name followed by your date of birth.  
You will then enter our virtual waiting area where we will collect you.

Wednesday 4<sup>th</sup> March 2026

1pm – 3pm

Wednesday 11<sup>th</sup> March 2026

3pm – 5pm

Wednesday 18<sup>th</sup> March 2026

5pm – 7pm

Wednesday 25<sup>th</sup> March 2026

1pm – 3pm