

Lammack Primary School

Lammack Road, Blackburn, Lancashire, BB1 8LH

Inspection dates 31 January–1 February 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils reach high standards in reading, writing and mathematics by the time they reach the end of Year 2. This is maintained throughout Key Stage 2 and so they leave Year 6 well prepared for their secondary education.
- Progress for most pupils is good. Disabled pupils and those with special educational needs make good progress due to the effective teaching and special arrangements the school makes for them.
- The curriculum provides many enrichment activities that have a positive impact on pupils' spiritual, moral, social and cultural development.
- Teaching is good in the majority of lessons, with some that is outstanding.
- Pupils are unfailingly courteous and considerate of others. Their behaviour is exemplary. Pupils settle quickly to their work and are eager to show what they have learnt. Older pupils have a sensible understanding of how to look after themselves and one another. They feel safe in school and know that adults can be relied upon for support.
- The headteacher has successfully managed the many staffing changes since the previous inspection and maintained the school's overall high standards.

It is not yet an outstanding school because

- Rates of progress can be further improved in most year groups by even more rigorous monitoring from leaders.
- Teachers do not always make efficient use of time in some lessons or provide pupils with enough opportunity to apply their skills to a high standard across different subjects.

Information about this inspection

- Inspectors observed 32 lessons. In addition, the inspection team made a number of shorter visits to lessons.
- Meetings were held with pupils, four members of the governing body, a representative from the local education authority and members of the senior and middle management teams.
- There were 23 responses to the on-line questionnaire (Parent View) to take into account in planning the inspection. Forty seven staff questionnaires were also scrutinised.
- The inspection team listened to pupils read, spoke to them about their learning and looked at work in their books. They looked at a number of documents, including the school's own tracking data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and those documents relating to attendance and safeguarding.

Inspection team

Robert Pye, Lead inspector

Additional Inspector

Katherine Lee

Additional Inspector

Emma Jackson

Additional Inspector

Full report

Information about this school

- Lammack Primary School is a larger than average-sized primary school. The overwhelming majority of pupils come from Indian or Pakistani heritage. Very few are at an early stage of learning English.
- The proportion of pupils known to be eligible for the pupil premium (additional funding allocated for pupils in the care of the local authority, or known to be eligible for free school meals or whose family are in the armed forces) is below the national average.
- The proportion of pupils whose learning needs are supported at the level known as 'school action' is below average.
- The proportion of pupils supported at 'school action plus', or with a statement of special educational needs, is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has a before-school and after-school care club.
- Since the previous inspection there have been many staff changes, including a change of headteacher and deputy headteacher.

What does the school need to do to improve further?

- Raise the quality of teaching and therefore pupils' progress to the best by:
 - always presenting introductions to the tasks that pupils will do in a way that covers essential points as quickly as possible in order to make the most efficient use of time for learning
 - ensuring all pupils in Key Stage 2 have significant opportunities to apply their skills to the highest standard across all areas of the curriculum.
- Increase the rigour of monitoring and evaluation of the school's work by:
 - further developing the ability of all leaders to evaluate accurately how well pupils progress in order to raise expectations in teaching to the highest levels.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills and abilities that are broadly similar to those found nationally. They learn new words quickly in the well-organised Reception classes: children examined a real tarantula and could name the parts of the spider's body. A wide range of materials for arts and design are available to help children develop more control with their hands and fingers and so develop early writing skills. They learn how to pay attention and have made good progress by the time they start Year 1.
- National assessments in Years 2 and 6 show very high standards. Standards are equally high for reading, writing and mathematics. Boys do as well as girls throughout the school.
- Pupils make good progress overall throughout the school. Progress in Key Stage 1 is outstanding, while in Key Stage 2 it is good.
- By Year 2, pupils have developed the capacity to manage their own work and so demonstrate an impressive ability to work independently, as well as collaborate effectively with their peers. They have excellent knowledge of spelling patterns and tackle new words successfully. In Key Stage 2 pupils can identify different types of sentence structure and use past learning of mental arithmetic to check the plausibility of answers. By the end of Year 6 they are well placed for the next phase in their education.
- Throughout the school standards of reading are high for pupils' ages and they are accustomed to reading widely. However, progress in other curriculum subjects, such as history or geography, is less evident because pupils do not have enough opportunities to apply their learning skills effectively to the same high standards as that found in English and mathematics.
- The small number of pupils who are known to be entitled to pupil premium funding make similar progress to other pupils and attain high standards that are in line with their peers. The particular needs of those who have disabilities or find it difficult to learn are addressed well. The support that these pupils receive from teaching assistants ensures they make good progress from their starting points.

The quality of teaching is good

- Good achievement is the result of consistently good teaching. There are some outstanding elements to teaching, especially in Key Stage 1.
- Pupils greatly enjoy learning. This was very apparent in a mixed Year 1 and 2 class. During this lesson, pupils waved their hands eagerly to contribute. They worked without fuss, exploring new words that would help them express their understanding and opinions following a visit to the local fire station. This well-crafted lesson ensured that pupils quickly moved pupils to the main task and allowed ample opportunity for them to practise their sentences with partners.
- All lessons include positive features, including the firm and friendly management of pupils' behaviour. Classrooms are attractive with displays that celebrate pupils' achievements and that offer prompts to them.
- Teachers have well-developed subject knowledge. Consequently, lessons are generally well planned. When explaining to pupils what they are going to do, teachers are usually clear and to the point. However, in a few lessons, teachers take too long, giving too many illustrations of what to do, rather than allowing pupils to start their work. On occasions pupils were expected to carry out secretarial tasks, such as copying out the lesson focus, further slowing the pace of learning.
- Teachers have become skilful in teaching pupils how to improve their reading. Teaching of the use of phonics (the knowledge of letters and sounds to help them read unfamiliar words) is given high importance and taught exceptionally well. Writing too is promoted well in English lessons, but older pupils in particular do not have regular opportunities to write extensively across different subjects and extend their ability to write in different styles and purposes.

- Teaching assistants are very skilled. They liaise closely with teachers, know the pupils well and are effective in giving support. Support for those who find it hard to learn, or who may be falling behind is very well tuned to pupils' needs and is guided by the school's records on the progress of individuals. An excellent example of this was seen during a 'Life Skills' session. Teaching assistants nurtured a small group of pupils, using food tasting and preparing a sandwich in order to extend the pupils vocabulary and knowledge of the world around them.

The behaviour and safety of pupils are outstanding

- Behaviour is outstanding at all times. Visitors are made to feel welcome by the courteous and friendly pupils.
- Pupils take a pride in themselves and the school, making every effort to do their best. In lessons, around school and on the playground, they are dependably polite and considerate of others. They are able to openly talk about their behaviour in relation to the five areas of learning the school associates with this area; relationships, risk, resilience, resourcefulness and reflection.
- Teachers and other adults have high expectations of behaviour and excellent class management skills. Pupils are extremely motivated by the school's use of golden time as a reward for hard work because the activities provided in this session are fun and challenging.
- Pupils feel absolutely safe and the parents who responded to Parent View agree that school keeps them safe. They understand the different forms of bullying and are aware of safety issues associated with the use of modern technology. They say they have no concerns about such things and have complete confidence that staff at Lammack would sort out any problems that any pupil might have about experiences in school and beyond.
- All pupils' views are represented either through the school council or as eco-warriors. As a result, a suggested trail in the playground is now being built. 'Mini-ministers' act to connect classrooms and maintain a sense of working together.
- Pupils are reliable, punctual and attendance is above average which reflects their enjoyment of school life.

The leadership and management are good

- The headteacher is very well respected by the entire school community. She has a clear vision and has led the many changes of staff successfully. She is strongly supported by the whole staff and by parents. During this period, the previously established high outcomes for pupils have been maintained.
- The school's leaders have put in place clear systems to monitor the quality of teaching, including observing teachers and looking at pupils' work. This has maintained the good teaching and high attainment. However, monitoring by senior leaders does not always use school data to identify the progress all pupils make from their relative starting points and so expectations for raising the quality of teaching are not as high as they could be.
- The school does however track the progress of those entitled to the pupil premium funding and disabled pupils and those with special education needs. Where there is any suggestion that any of these pupils are falling behind, appropriate help is arranged. Thus, all pupils have equal opportunities for success.
- Leadership of the curriculum is good and is supported through a wide range of enriching activities found after school and during golden time.
- Pupils' personal development is a strength. Through assemblies and a wealth of other activities, pupils gain a reflective appreciation of life. This was very clear during a Year 5 led assembly, which involved the whole class in singing, narrative and acting out a scene to raise awareness of emotional resilience. They have respect for other cultures, taught through learning about other faiths and countries. The care clubs before and after school provide a welcoming and inclusive experience.

■ The local authority monitors the school termly and provides information for the governors.

■ **The governance of the school:**

- The governing body contributes well to the management of the school. They challenge decisions and ask questions about pupils' achievement. Governors take an appropriate role with regard to teachers' progression through the pay scales, and determine appropriate objectives for the headteacher. They bring their skills to bear on improvement of the premises and stewardship of the budget which is in a healthy position. Governors ensure that pupil premium funding is used properly. Some visit the school to obtain a first-hand feel, for instance looking at pupils' work in books. Governors' minutes are well kept.

What inspection judgements mean

| School | | |
|---------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 119124 |
| Local authority | Blackburn with Darwen |
| Inspection number | 403371 |

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

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|--------------------------------------------|----------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 506 |
| Appropriate authority | The governing body |
| Chair | Helen Browning |
| Headteacher | Tracey Wedgeworth |
| Date of previous school inspection | 11 December 2007 |
| Telephone number | 01254 698584 |
| Fax number | 01254 677964 |
| Email address | lammack.primary@blackburn.gov.uk |

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