

Intack Primary School

Whitebirk Road, Blackburn, Lancashire, BB1 3HY

Inspection dates 23–24 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from low starting points and attain broadly average standards by the end of Year 6.
- Teaching is good. Teachers provide a nurturing environment, consequently, pupils want to learn and do their best. Support staff take an active role and help pupils well.
- Pupils enjoy school and behave well. They feel safe in school and have confidence in the staff to help them if they have any concerns. Attendance is average and there are no exclusions.
- The headteacher and deputy headteacher provide good leadership. Staff at all levels feel well supported. By working together, leaders, staff and the governing body have successfully improved pupils' achievement.
- Key to their success has been their focus to improve the quality of teaching so that it is good and to make sure that any pupils in need of additional help are identified quickly and well supported. There is good capacity to improve further.

It is not yet an outstanding school because

- Attainment in writing across the school and the attainment of the more able pupils in reading, writing and mathematics is less strong. Pupils are not given enough opportunities to practise their writing skills in different subjects.
- Teachers' introductions to lessons are not always challenging enough for the more able pupils.
- Not all middle leaders are provided with opportunities to monitor and evaluate the quality of teaching within their area of responsibility.

Information about this inspection

- Inspectors observed nine lessons and made a series of shorter visits to lessons.
- Meetings were held with two groups of pupils, members of the governing body, a representative from the local authority and senior and middle managers.
- Inspectors were unable to take account of the results of the on-line questionnaire (Parent View) because there were not enough responses. However, results from a parent questionnaire carried out by the school have been taken into consideration during the inspection.
- Inspectors observed the school’s work, and looked at a number of documents, including the school development plan; minutes from governing body meetings; the school’s data showing pupils’ current progress; self-evaluation documents; records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Pritiben Patel, Lead inspector

Additional Inspector

Terry Bond

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Most pupils are of White British heritage. The remainder come from a range of minority ethnic backgrounds.
- An above average proportion of pupils speak English as an additional language.
- The proportion of pupils supported through school action and the proportion supported at school action plus or with a statement of special educational needs is more than double the national picture. Their needs relate mainly to speech, language and communication and other pupils have specific learning difficulties.
- More pupils than usually found either join or leave the school at other than the standard times.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve pupils' attainment in writing across the school and the attainment of more able pupils in reading, writing and mathematics by:
 - ensuring teachers' introductions to lessons are challenging enough to meet the needs of more able pupils so they make the progress they are capable of
 - ensuring pupils have more opportunities to practise their writing skills in different subjects.
- Improve leadership and management by:
 - making sure all middle leaders are given time to monitor the quality of provision within their area of responsibility.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with low starting points. Good teaching and an effective curriculum enable children to make good progress. They enter Year 1 below expectations, but this represents good progress from low starting points.
- Children are happy and secure because staff are supportive. There is a good range of activities for the children to choose from and curriculum provision is planned carefully so that children learn new ideas in meaningful ways. For example, children were learning about the sound, 'f'. They could either paint a 'firework' picture, draw objects beginning with, 'f' or identify animals in a picture starting with the 'f' sound.
- Attainment at the end of Year 6 has risen. It is now broadly average in reading and mathematics but it is weaker in writing. Attainment in writing is also weaker across the other year groups. This is because pupils do not have enough opportunities to practise their writing skills when completing work in different curriculum subjects.
- Improving pupils' achievement in reading has been a priority for the school. The careful one-to-one support in reading and regular reading opportunities, along with better quality reading books, have all helped to raise pupils' attainment in reading. For example, pupils performed favourably in the test at the end of Year 1, in comparison to schools nationally and attainment in reading at the end of Year 6 is broadly average.
- Pupils' progress is regularly monitored and analysed. The proportion of pupils making, and exceeding, the expected levels of progress in English and mathematics is better than that compared to schools nationally, and as a result, pupils' achievement is good.
- Any pupils who are not achieving in line with expectations are quickly identified and additional support provided to enable them to catch up. Additional support in reading, writing and mathematics is of good quality and, as a result, all pupils, including those with disabilities or special educational needs and pupils who speak English as an additional language achieve well. Pupils eligible for the pupil premium achieve well. The funding has been used very well to provide both one-to-one and small group support. More able pupils do not always achieve as well as they should because teachers' introductions to lessons are, at times, pitched at a lower level and this slows their progress.

The quality of teaching

is good

- Teachers are caring towards the pupils and provide much praise. This has a positive impact on their confidence and pupils' willingness to have a go even when they are unsure.
- Teachers plan good lessons with a focus on developing pupils' basic skills that meets their varying needs. They provide opportunities for pupils to work together, both in groups and in pairs, which impacts well on pupils' understanding as well as extending their communication skills.
- Teachers make clear what it is they want pupils to learn at the beginning of the lesson so that they know what it is they are learning about. However, teachers' introductions to lessons do not always cater for more able pupils. As a result, during this part of the lesson they do not always make good progress. For example, in a Key Stage 2 numeracy lesson, pupils were learning about different ways to represent information. Although the more able pupils understood the concept quickly, they had to wait until the teacher reinforced it with the rest of the class.
- The teaching of reading in school has improved. Pupils have more opportunities to read and this, along with a good programme of teaching the pupils letters and the sounds that they make, has contributed to their improved attainment.
- Support staff are skilled and provide good support for pupils in both the classroom, as well as providing targeted support in reading, writing and mathematics to those pupils that are falling

behind.

- Teachers' marking has improved greatly. For example, visual feedback is provided to pupils using specific 'faces' which tell the pupils whether or not they have understood their work. This is contributing to pupils' improved achievement. Pupils' books are well marked and up to date.
- Pupils know their literacy and numeracy targets. These are displayed in classrooms on the 'target board' and help pupils to understand what they need to do to improve their work.
- Teachers work hard to provide activities to match the wide breadth of abilities of pupils in their classes. As a result, pupils with disabilities or special educational needs, and those who speak English as an additional language, achieve well in line with their peers.

The behaviour and safety of pupils are good

- Pupils enjoy their time in school. Parents, who completed a recent school questionnaire, agreed that their children enjoy school. Pupils develop good social skills. They are polite, courteous and willing to help one another as well as adults.
- Pupils have a good understanding about the difference between right and wrong. They very much enjoy harvest assembly and develop a good understanding about people that are less fortunate than themselves.
- Behaviour in the classroom is good. Occasionally at break and lunchtimes, some pupils need gentle reminders to behave well. Overall, however, behaviour is good. There have been no exclusions.
- Pupils understand the different types of bullying, including racist and homophobic bullying. They say that bullying is not a problem for them and when it occurs, staff deal with it quickly.
- Pupils feel safe in school and they know how to keep themselves safe in different situations. For example, they know how to cross the road safely, as well as the steps to take in case of a fire.
- Pupils from a wide range of backgrounds get along well with each other. The school is a truly cohesive community with very many different cultures and languages spoken. There are good opportunities for pupils to share their cultures with one another and to celebrate and learn about different festivals. This fosters good relations between the different cultures. There have been no racist incidents.
- Attendance has improved, and is now average. Regular reminders to parents and pupils about the importance of good attendance, working with external agencies, rewarding pupils for their good attendance, as well as issuing fixed penalty notices when needed, have all contributed to this improved picture since the last inspection.

The leadership and management are good

- The headteacher and deputy headteacher have a strong vision and are ambitious. Improvements in pupils' attainment, particularly by the end of Year 6 in reading, along with the good quality of teaching and learning now evident, are examples of their recent successes and demonstrate there is a good capacity to continue to improve. The school's self-evaluation is accurate and the school development plan identifies the correct priorities to improve the school further.
- Leaders and managers track pupils' progress regularly so that they make sure all pupils achieve equally well. This demonstrates their commitment to providing equality of opportunity. They also use this information to hold teachers to account for the progress that pupils in their classes make.
- Leaders manage the performance of staff effectively. By regularly observing lessons, they monitor and evaluate the quality of teaching. This, in turn identifies areas for improvement. Teachers have clear individual targets for improving the quality of their teaching, as well as a target to ensure that whole-school improvement priorities are met. Staff expressed

considerable satisfaction with the opportunities they have for their continuous professional development.

- Middle leaders have a good understanding about their areas of responsibility. However, they are not all given the time needed to monitor the quality of provision in their areas.
- Senior leaders have done much to reach out to parents via coffee afternoons and holding courses for parents. Newsletters ensure parents are always up to date with what is happening in school.
- The topic-based curriculum is adapted well to meet the needs of pupils. Pupils are provided with 'Essential Experiences' so that they are given opportunities to experience things for themselves, for example, how it feels to visit the beach and play with snow. A good range of visitors such as 'the owl man' and other theatre groups add excitement to pupils' learning. A good variety of additional activities beyond lessons, such as the gardening club, choir and football meets the interests of pupils.
- Safeguarding meets statutory government requirements.
- The local authority monitors the work of the school closely and ensures that it is on track to reach the targets set for pupils' achievement.
- **The governance of the school:**
 - Governors bring a range of expertise to the school and have a good understanding of the school's priorities. They evaluate the school development plan and contribute to the development of school policies, such as a new marking policy. Governors effectively hold school leaders to account. For example, they ensure that the pupil premium funding is used wisely so that pupils achieve equally well.

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

Unique reference number	119118
Local authority	Blackburn with Darwen
Inspection number	401812

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair	Dorothy Walsh
Headteacher	Linda McLanachan
Date of previous school inspection	10 June 2010
Telephone number	01254 52815
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